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ABSTRACT

This introductory-level training program is designed to develop in classroom teachers the knowledge, skills, and attitudes necessary for functioning as successful mentors to novice North Carolina teachers. This includes background and perspectives for mentoring in North Carolina; Interstate New Teacher Assessment and Support Consortium (INTASC) standards; novice teacher recommendations; mentor roles; communication; reflection; and coaching. The program was generated by a statewide committee of experts. Contained within the manual are six modules of fundamental training for new mentors and a variety of activities for achieving a balance among trainer-delivered content, practice for participants, and participant sharing. The modules include the following: (1) Induction in North Carolina; (2) Concerns of the Novice Teacher; (3) the Role of the Mentor; (4) Communication; (5) the Reflection Cycle; and (6) the Coaching Cycle. An appendix presents added information and materials, including activities for setting the stage, reviewing the training, and breaking the ice. The appendix also offers sample schedules; a bibliography; evaluation forms; a calendar of needs and concerns; a rationale for mentoring; tips for mentors, a suggestion form; and mentoring cards for shifting groups. (SM)

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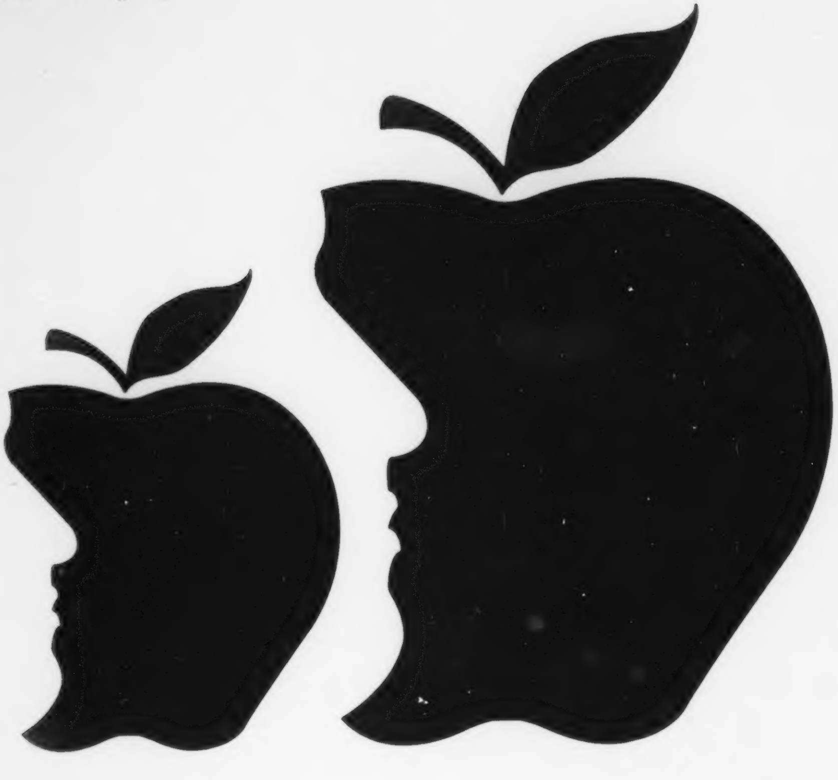
Mentoring North Carolina Novice Teachers 1998



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State Board of Education
Department of Public Instruction
Center for the Advancement of Teaching

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FOREWORD

The induction of novice teachers in North Carolina is of extreme importance. During the induction period, it is critical for novice teachers to receive the support provided by effective mentors. In addition, the process of becoming a mentor and serving in that role enables mentors to enhance their own professional growth.

Since 1986, North Carolina has been a leader in the training of mentor teachers. Thousands of teachers in our state have been served through the *Mentor/Support Team Training Program* which received national and international attention. The State Board of Education, Department of Public Instruction and the North Carolina Legislature remain committed to assisting novice teachers by providing qualified and well-trained mentors. To this end, the Department of Public Instruction's Division of Human Resource Management in collaboration with the North Carolina Center for the Advancement of Teaching has developed a new introductory-level training program, *Mentoring North Carolina Novice Teachers.*

The purpose of the training is to develop in classroom teachers the knowledge, skills, and attitudes necessary for functioning as successful mentors of novice teachers. The mentor training represents the best thinking and efforts of many North Carolina educators as well as national experts in the field of induction of novice teachers.

We encourage local systems to join us in strengthening the support programs for novice teachers in the public schools of North Carolina that we might attract and retain the finest teachers.

Michael E. Ward

Michael E. Ward
State Superintendent
Public Schools of North Carolina

Phillip J. Kirk, Jr.

Phillip J. Kirk, Jr.
Chairman
State Board of Education

About the Writers

The content and overall design for the Mentoring North Carolina Novice Teachers Training Program was generated through the efforts of a statewide committee representative of local education agencies, institutions of higher education, The North Carolina Center for the Advancement of Teaching (NCCAT), retired educators, national induction consultants, and the Department of Public Instruction with geographic representatives from across the state. Participants were selected based on their involvement with a variety of mentor training models: Assisting the Novice Teacher Training, North Carolina Mentor Support Team Training Package, Teacher Academy, and others. The writing team included members with expertise in training new teachers, professional growth, staff development, teaching, mentoring, and adult learning. These backgrounds, work roles, and perspectives heavily influenced decisions regarding the selection and inclusion of appropriate content, as well as the activities to ensure the transmission and/or refinement of the skills addressed.

The committee scrutinized and analyzed the 1986-87 Mentor/Support Team Training Program, other mentor training programs and the research in order to identify critical knowledge, skills, and attitudes that are essential for a successful mentoring program. Writing team members utilized their own experiences and incorporated the guidance of national experts in the field of induction to ensure that the concepts addressed were applicable in the public school setting. Many hours of individual effort and group collaboration were given in the development of the training program

Once knowledge and skills were identified, a group of educators worked together to draft an introductory-level training package. A sub-group of this writing committee then volunteered to further refine and edit the training program. In accordance with the mission of the Department to develop programs that are customer-driven, four field tests of the introductory-level program were conducted across the state with the assistance of the North Carolina Center for the Advancement of Teaching. A total of forty-nine school systems participated in these field tests. After each field test, suggestions made by participants were incorporated into the program. It is hoped that trainers and participants using the Mentoring North Carolina Novice Teachers Training Program will continue to polish and refine the program. At the same time, plans are underway for the development of a Level Two and Three Training Program to provide further skill development and mastery.

The North Carolina Department of Public Instruction, Division of Human Resource Management is deeply indebted to the following persons for their contributions of time and effort and for their loyalty and commitment to the development and refinement of the Mentoring North Carolina Novice Teachers Training Program.

Shelba Barrett, ILP Coordinator
Catawba County Schools

Jim Brooks, Teacher on Assignment
Wilkes County Schools

Renée Coward, Center Fellow
North Carolina Center for the
Advancement of Teaching

Karen Dameron, Teacher on Assignment
Martin County Schools

Deana Deason, Teacher on Assignment
Gaston County Schools

C. Wayne Dillon, Associate Professor
Campbell University

Bobbye Draughon, Consultant
Staff Development Section
Division of Instructional Services

Wanda Fernandez, Teacher on Assignment
North Carolina Center for the
Advancement of Teaching

Gene Gallelli, Associate Superintendent
Dare County Schools

Margaret Harris, Teacher on Assignment
Davidson County Schools

Ted Scott Henson, Center Fellow
North Carolina Center for the
Advancement of Teaching

C. J. Korenek, Staff Development Director
Onslow County Schools

Judy Lassiter, Mentor Coordinator
Wake County Public Schools

Robin Little, Teacher on Assignment
Johnston County Schools

Alan Reiman, Assistant Professor,
Curriculum & Instruction
North Carolina State University

Terry Rogers, ILP Coordinator
Orange County Schools

Olga Wheatley, Education and Training
Supervisor
New Hanover County Schools

Notes for Trainers

Mentoring North Carolina Novice Teachers was developed to address the knowledge, skills, and attitudes considered essential for an effective mentor. Contained within this manual, are six modules of fundamental training for new mentors. A variety of activities have been included to achieve a balance among trainer-delivered content, practice for participants, and participant sharing.

Conceptual bridges have been made between modules. Therefore, activities in some modules refer to concepts developed in a previous or subsequent module. These connections represent the effort to make the total training program more effective by assisting participants in connecting the learning being addressed. While it is conceivable that trainers could use only selected portions of the training program, it must be recognized that bridges and references do exist among the modules.

Additional resources are included in the Appendix. These will be useful to trainers and may be used at the trainers' discretion. Trainers are advised to pick and choose from these resources as appropriate to the needs of the participants and the various training settings.

TRAINING PROGRAM GOALS

- To identify factors affecting the development of induction programs in North Carolina
- To present the Interstate New Teacher Assessment and Support Consortium (INTASC) standards as ideals toward which North Carolina mentoring ascribes
- To identify characteristics of the novice teacher and implications for mentoring
- To explore effective roles for the mentor
- To refine communication skills for prospective mentors
- To provide prospective mentors with skills in reflection
- To develop skills in coaching as a strategy for effective mentoring
- To provide opportunities to synthesize and evaluate the concepts addressed in the training program

CONTENT

Mentoring North Carolina Novice Teachers has been developed to address the following knowledge, skills, and attitudes identified by the writers as critical to functioning effectively as mentors of novice teachers:

- Background, Setting, and Historical Perspectives for Mentoring in North Carolina
- INTASC Standards
- Novice Teacher Characteristics
- Mentor Roles
- Communication
- Reflection
- Coaching

TARGET AUDIENCE

This training program is specifically designed for school personnel charged with the responsibility of serving as mentors for novice teachers. Due to the participatory nature of some of the activities included in the program, it is recommended that group size be 20-25 participants. Groups larger or smaller will affect the time(s) allotted for each activity, particularly those requiring participant group activities.

TRAINERS

This program is designed for delivery by experienced trainers. Ideally, persons who work in the trainer role would have:

- Knowledge of effective teaching and mentoring;
- Understanding of group dynamics with ability to facilitate interaction;
- Experience in public schools;
- Understanding of the school organization and the educator's perspective when dealing with instructional and management problems; and
- Familiarity with the experience-based approach to training.

In preparation for training a qualified trainer will:

- Read all materials that are a part of the training program;
- Read and understand all directions for the activities; and
- Review and understand all participant worksheets.

During the actual training sessions, it is important that trainers:

- Model best practices for adult learners;
- Avoid imposing personal opinions during discussions;
- Encourage participants to share their knowledge and experience;
- Point out similarities and differences between ideas and feelings without making value judgments;
- Summarize key issues by drawing on group experience;
- Check to see if directions are clear;
- Keep answers brief and specific when responding to questions;
- Record participant comments to clarify learning; and
- Encourage participants to try new behaviors and ask questions.

SCHEDULING

For maximum effectiveness in this training program, it is recommended that training be scheduled with adequate time between modules for practice of skills in an actual mentor/novice teacher relationship. Trainers are responsible for the development of schedules, including breaks, in the training sessions. (See sample schedules for training.)

TIMING

Each activity has been allotted an amount of time that represents the developers' best estimate of the time required to complete the activity. No effort was made to equate the amount of time allotted to each module. Instead, all activities critical to a module were included. Therefore, modules will take varying lengths of time to complete.

EQUIPMENT

The trainer will need to present various transparencies throughout the training program. An overhead projector should thus be available. Trainers should be familiar with any equipment they feel they may need or have someone available to assist with equipment operation.

SECURING AN APPROPRIATE TRAINING FACILITY

Because this training program incorporates participant involvement and interaction activities, the ideal setting is a large room with flexible space. Tables and chairs should be movable so that periodic regrouping and alternate arrangements are possible. The training facility should provide areas for large group presentations, small group discussions, and work in pairs. A display area for written resource materials and visual presentations is necessary. The room should be large enough to accommodate the expected number of participants as determined ahead of time by registration.

Some school systems will already have facilities that they use for training purposes. If these facilities are too small or inappropriate for this training program, appropriate facilities may be available through local colleges or universities, convention centers, hotels, or motels. In addition, there are numerous well-known privately owned and operated training centers throughout the state.

SUGGESTIONS FOR FUTURE IMPROVEMENT

In an effort to be customer-driven we welcome your suggestions for improvements, additions or changes to this document. In the Appendix, you will find a form that gives you the chance to provide feedback. If you have a comment, please feel free to complete this form and return it to the North Carolina Center for the Advancement of Teaching. All suggestions will be collected and recommendations made to the Department of Public Instruction.

DUPLICATING AND ASSEMBLING PARTICIPANT MATERIALS

Each module of the training package contains a copy of all participant handouts, which should be duplicated in advance, in sufficient quantities to share with each participant. Trainers should prepare an agenda for each training session. Time should be allotted in the final session agenda for training evaluation. (See sample evaluation forms in the Appendix.) This agenda can be reproduced for each participant or placed on a large piece of chart paper or poster board that is displayed prominently in the training room.

Activity Grid
Module I - Induction in North Carolina

Activity	Purpose	Time	Materials
Introduction to Mentoring North Carolina Novice Teachers	To introduce the training program To present an overview of the modules and their goals	30 minutes	**Transparencies:** • "Mentoring North Carolina Novice Teachers" • "Training Program Goals" • Overhead projector
Expectations	To determine the participants' knowledge-level of mentoring To find out what questions they hope will be addressed in this training	30 minutes	**Handout:** • "KWL" • Chart paper • Marker
Pre-Assessment/Post-Assessment Consensograms	To provide an assessment tool to determine the level of understanding of each module prior to and after the training program	15 minutes	• Consensograms on poster board or chart paper (see samples) • One green and one red self-adhesive dot per participant for each consensogram • Masking tape
Overview of Teacher Induction	To conduct an overview of issues in the field of teacher induction	1 hour, 15 minutes	**Handout:** • "An Overview of Issues in Teacher Induction" • Chart paper and markers • and/or • Blank transparencies and transparency markers • Overhead projector
Understanding the INTASC Standards	To gain information about the INTASC Standards	1 hour, 45 minutes	**Handouts:** • "The INTASC Standards" • "Standards and Indicators" **Trainer's Notes:** • "INTASC Standards" • Chart paper • Markers • Masking tape

Module I - Activity 1
Introduction to Mentoring North Carolina Novice Teachers

Time	Purpose	Setting	Materials
30 minutes	To introduce the training program To present an overview of the modules and their goals	Whole Group	**Transparencies:** "Mentoring North Carolina Novice Teachers" "Training Program Goals" Overhead projector

Procedure:

1. Tell participants the following:
   - The content and overall design for the *Mentoring North Carolina Novice Teachers* training program was generated through the efforts of a statewide committee representative of local education agencies, institutions of higher education, the North Carolina Center for the Advancement of Teaching (NCCAT), retired educators, national induction consultants and the Department of Public Instruction with geographic representatives from across the state.
   - The committee was selected based on individual's involvement with a variety of mentor training models, including NCCAT, Teacher Academy, the *North Carolina Mentor/Support Team Training Program, Assisting the Novice Teacher*, and others.
   - The writing team included members with expertise in training new teachers, professional growth, staff development, teaching, mentoring and adult learning.
   - The committee scrutinized and analyzed the 1987-87 *Mentor/Support Team Training Program*, other mentor training programs and current research to identify critical knowledge, skills and attitudes essential to the successful functioning of mentors.

2. Explain to participants that the training methodology used in the training program stresses involvement by participants. The design encourages participants to contribute experiences and insights and interact with others.

3. Display transparency, "Mentoring North Carolina Novice Teachers." Review each of the modules that will be included in the training.
   - **Induction in North Carolina**: This module provides background information on teacher induction from both a national and state perspective. It also includes information on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards.
   - **Novice Teachers**: This module provides better understanding of novice teachers, including their stages of concern and the phases through which they move during their first year of teaching.
   - **Mentor Roles**: In this module, information is uncovered about the qualities an effective mentor possesses and the different roles mentors must play in working with novice teachers.

- **Communication**: This module stresses active listening, verbal and non-verbal communication techniques.
- **Reflection**: In this module, the reflection cycle is introduced and practiced through various techniques.
- **Coaching Cycle**: This module introduces the coaching cycle and provides strategies for assisting novice teachers in their professional growth.

4. Display the transparency, "Training Program Goals" and review the goals. Tell participants this training program will be an introduction for some and a "refresher course" for others on many of the concepts presented. The training is intended as information sharing and beginning-level skill building.

5. Answer any questions and address any concerns participants may have about the training.

Mentoring North Carolina Novice Teachers

Induction in North Carolina

Novice Teachers

Mentor Roles

Communication

Reflection

Coaching Cycle

TRAINING PROGRAM GOALS

- To identify factors affecting the development of induction programs in North Carolina
- To present the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards as ideals toward which North Carolina mentoring ascribes
- To identify characteristics of the novice teacher and implications of mentoring
- To explore effective roles for the mentor
- To refine communication skills for prospective mentors
- To provide prospective mentors with skills in reflection
- To develop skills in coaching as a strategy for effective mentoring
- To provide opportunities to synthesize and evaluate the concepts addressed in the training program

Module I - Activity 2
Expectations

Time	Purpose	Setting	Materials
30 minutes	To determine the participants' knowledge-level of mentoring To find out what questions they hope will be addressed in this training	Individual Whole Group	**Handout:** "K-W-L" Chart paper Marker

Procedure:

1. Distribute the handout, "K-W-L".

2. Ask participants to complete the first two columns of the handout, What do I know? and What do I want to know? Allow 7 minutes to complete.

3. Conduct a whole-group discussion about what they want to know after participants have completed the handout. List these topics/questions on a piece of chart paper at the front of the room. Review the list.

4. Remind participants that we hope to address most/all of their questions during this training. Inform them that as other questions arise, they may add those to the Issues Bin (See Appendix) and we will address them during the training. Remind them, also, that at the end of this training, they will review this handout again and add what new information they have acquired.

K-W-L

What do I Know?	
What do I Want to know?	
What have I Learned?	

Module I - Activity 3
Pre-Assessment/Post-Assessment Consensograms

Time	Purpose	Setting	Materials
15 minutes	To provide an assessment tool to determine the level of understanding of each module prior to and after the training program	Whole Group	Consensograms on poster board or chart paper (see samples) One green and one red self-adhesive dot per participant for each consensogram Masking tape

Procedure:

*Prepare the consensograms ahead of time.

1. Tape the consensograms to the wall so all participants can easily view them.

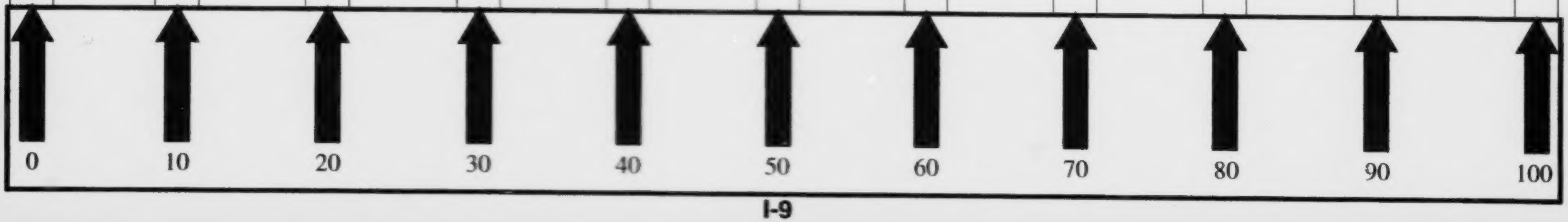
2. Explain that a consensogram is a quality tool that is used to provide feedback on the level of understanding that a group has about a topic(s). Participants will conduct a self-evaluation of their understanding on the topics that will be covered in the training program. The topics covered in the training program are designated by the titles at the top of each consensogram. Across the bottom of the consensogram is a scale ranging from 0 to 100 with an arrow above each number. Above the arrow are two vertical lines. The first line will be used as a pre-assessment instrument, and the second line will be used at the end of the training as a post-assessment instrument. (See samples.)

3. Explain that participants are to estimate where on each scale their present knowledge level about each topic falls. If they know little or nothing about the topic, their level could be in the 0 or 10 range. If they know a lot about the topic, their level could be in the 90 or 100 range. Each participant will place one green self-adhesive dot on a consensogram.

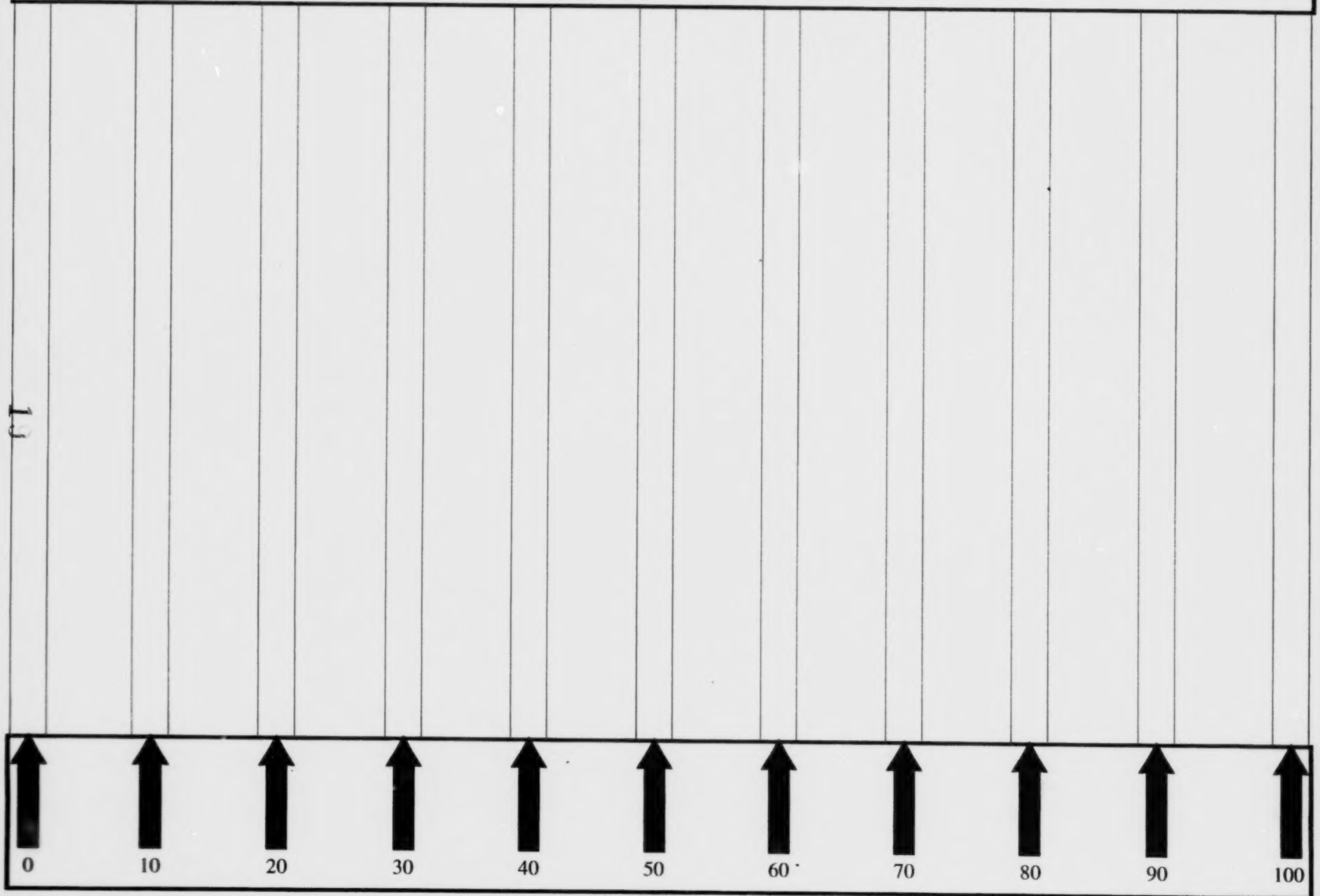
4. Explain that if two or more participants select the same number, the dots should be placed one above the other on the line so a bar graph results.

5. Ask participants to place their green dots in the appropriate locations. Recognize that they may feel they need more clarification about the topics, but for now they should base the pre-assessment on their "gut-level" instincts. (At the close of the training program, participants will place the red dots on the second line to indicate their level of understanding of each topic.)

Induction in N.C.



The Novice Teacher



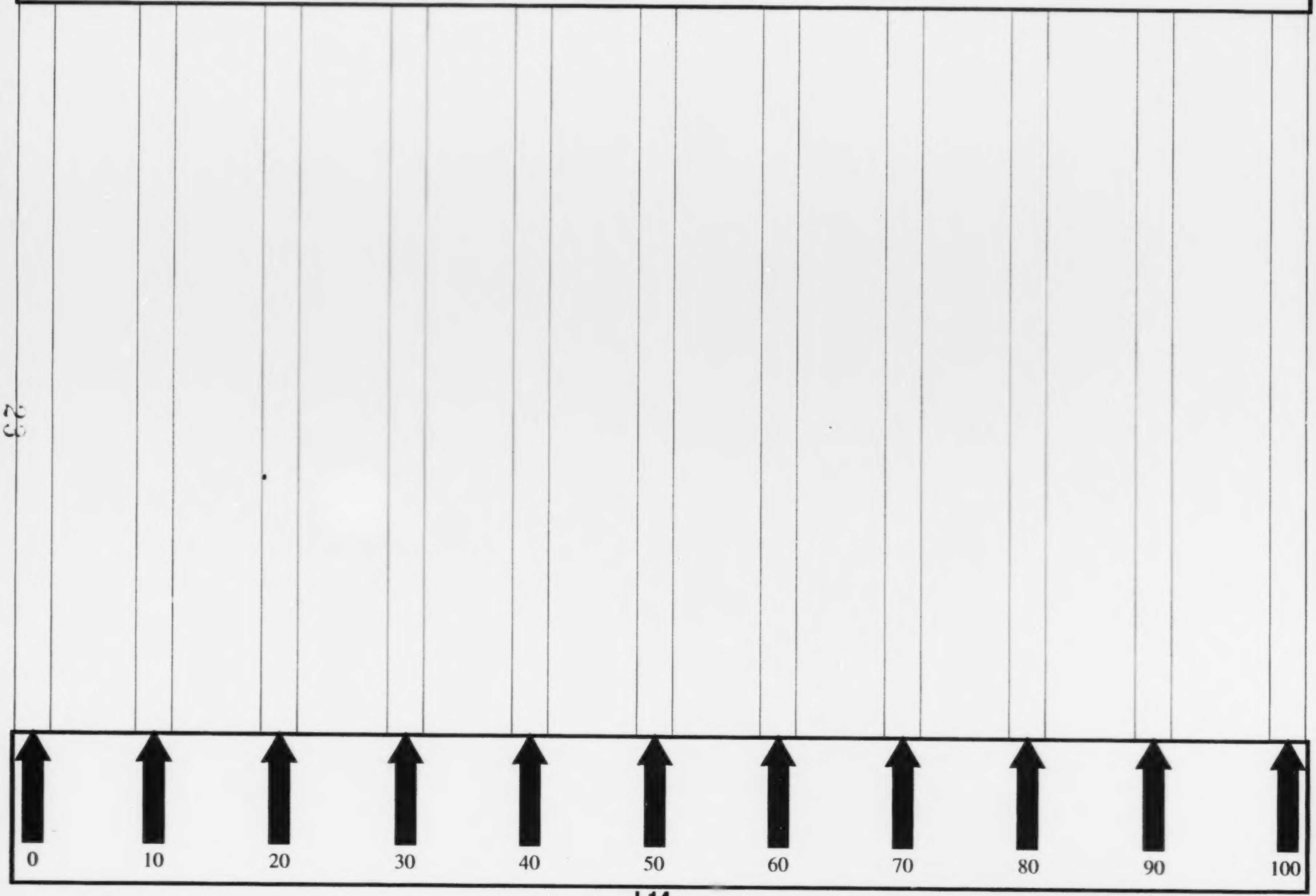
Mentor Roles

Communication

Reflection

0 10 20 30 40 50 60 70 80 90 100

Coaching Cycle



Module I - Activity 4
Overview of Teacher Induction

Time	Purpose	Setting	Materials
1 hour, 15 minutes	To conduct an overview of issues in the field of teacher induction	Small Groups	**Handout**: "An Overview of Issues in Teacher Induction" Chart paper and markers and/or Blank transparencies and markers Overhead projector

Procedure:

1. Divide participants into four groups.

2. Assign each of the groups the following questions from the Handout: "An Overview of Issues in Teacher Induction":
    Group A- Questions I and II
    Group B- Questions III and IV
    Group C- Question V Parts A, B, C and Question VII E
    Group D- Question V Part D

3. Read and discuss assigned questions in groups and share the information with the other participants in a five to seven minute presentation. Encourage each group to be creative in their presentations but to ensure that knowledge is transmitted. Make available presentation materials such as overhead transparencies, chart paper, and writing utensils.

4. Allow approximately twenty-five minutes to plan and prepare presentations.

5. Make group presentations.

6. Give a brief (two to three minute) overview of the highlights covered in the presentations.

An Overview of Issues in Teacher Induction

I. Why do we need induction programs in education?

A. First-year teachers are expected on their first day to do essentially the same job as the 20-year veteran.

B. Teachers are isolated from their peers for the majority of the workday, thus preventing the natural induction process.

C. The literature cites a double barrier to assistance -- novice teachers are reluctant to ask for help for fear of appearing incompetent; experienced teachers are reluctant to offer help for fear of appearing to interfere.

D. Novice teachers frequently get extremely difficult teaching assignments that would challenge even the best veteran teachers. Naturally, this creates psychological as well as instructional problems. In Schonfield's 1992 study of 255 newly appointed female teachers, those who worked in the most adverse school environments showed the most depressive symptoms even though there were no pre-employment differences on the depression scale. Women who obtained jobs in the best schools tended to show the fewest symptoms.

II. What are the effects of not having induction programs in education?

A. Many novice teachers get discouraged and abandon their teaching careers. Nationally it is estimated that 30% leave during their first two years and more than 50% leave during their first four years (Schlecty & Vance, 1983). This percentage is consistent with that reported by Smith & Davis (1991) who found 50% of new teachers in California are leaving the classroom by their fifth year. Chapman & Green (1986) stated that teachers who left teaching showed a lower mean income than those who continue to teach challenging the belief that teachers leave teaching in order to earn more money in other careers.

B. Novice teachers develop coping strategies to help them survive in the classroom and these strategies may be the very ones that prevent them from becoming effective teachers. These coping strategies can then "crystallize" into a teaching style that is utilized throughout the teacher's career.

III. What is happening nationally related to teacher induction?

A. There is an increasing body of literature, research and professional activity in the area of teacher induction. A number of professional journals regularly devote articles or entire issues to teacher induction. The Association of Teacher Educators (ATE), Kappa Delta Pi, Phi Delta Kappa, and the National Education Association, among other organizations, have issued articles, monographs and other publications on the topic. An increasing number of national conferences are focusing on teacher induction. Additionally, there are three national commissions

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sponsored by the ATE -- Teacher Induction; Role and Preparation of Mentor Teachers; and Support of Novice Teachers. Finally, increasing numbers of State Departments of Education, Colleges and Universities, School Districts, Professional Organizations and Education Service Agencies are placing a greater emphasis on induction.

B. More states are mandating teacher induction programs. In 1980, Florida was the only state that had a mandated induction program. In 1987 all but 3 states reported some activity at the state level related to induction. A comparison of the 1991 National Association of State Directors of Teacher Education and Certification (NASDTEC) Manual (Mastain, 1991) and the 1994-95 NASDTEC Manual (Andrews, 1994) indicates that the number of states providing funding for induction programs decreased from 22 in 1991 to 15 in 1994.

IV. What goes into building a teacher induction program?

A. Goals of teacher induction programs

- To improve teaching performance
- To increase teacher retention during the induction years
- To promote the personal and professional well-being of novice teachers
- To satisfy public and political concern/pressure related to the competency of novice teachers
- To transmit the culture of the system to novice teachers
- To revitalize experienced teachers

B. Components of programs

- Printed materials on district/school regulations
- Orientation meetings and visits
- Newsletters and/or tip sheets for novice teachers
- Seminars (on curriculum and effective teaching topics)
- Support sessions for novice teachers
- Mentor (helping, buddy, peer) teachers
- Consultations with mentors & other veteran teachers
- Observation by mentors, peers, or supervisors coupled with follow-up conferences
- Opportunities to observe other teachers
- Subject-specific videotapes
- Release time/load reduction for mentors and/or novice teachers
- Team teaching
- Recognize and support the induction process
- Preparation for the role of mentor

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C. Factors that influence program design

- Initiating institutions (states, districts, professional organizations, universities/colleges)
- Funding (high, medium, low)
- Assistance/Assessment
- Determining needs (predetermined and/or emerging needs)

D. Critical issues related to teacher induction

- Whose responsibility is induction --
  Institutions of Higher Education (IHEs)
  Local Education Agencies (LEAs)
  State Education Agencies (SEAs)
  Others
- How will induction programs be financed?
- What is the definition of a successful novice teacher?
- What should be included in induction programs?
- How much assistance vs. assessment is needed?

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V. What is happening in North Carolina related to teacher induction?

A. Background - In 1984 the North Carolina State Board of Education established the Initial Certificate/License to be awarded to all prospective teachers completing Institution of Higher Education teacher education programs after January, 1985 and calling for demonstrated performance prior to the award of a continuing certificate.
Purpose - The Initial Licensure Program is designed to offer the necessary support for an individual's professional growth during the first three years of employment.

B. Initial Licensure Program - The extension of the professional education preparation of teachers includes an initial three-year period of support and assessment called the Initial Licensure Program. This continued professional training and supervision occurs during the period of initial licensure while employed in the North Carolina school system. At the end of the three-year initial licensure period, a decision must be made to grant or deny continuing licensure for an employee.

C. Licensure and Employment Decisions - Licensure is a State Board of Education responsibility. The issuance of a license is not a property right. Licensure decisions are legally and clearly separate from employment decisions which are the responsibilities of the local board of education. Each decision has a different purpose and the two decisions are separate.

D. EXTRA PAY FOR MENTOR TEACHERS, Section 21.
"It is the goal of the General Assembly to fund a mentor teacher program that will recognize the achievements of excellent, experienced teachers and will provide each newly certified teacher with a qualified and well-trained mentor. The funds shall be used to compensate each mentor for services as a mentor prior to and during the school year." (General Assembly of North Carolina, 1997)

Senate Budget Bill
"EXTRA PAY FOR MENTOR TEACHERS" Section 8.37, p. 82.
Of the funds appropriated to State Aid to Local School Administrative units, the sum of three-million five hundred thousand dollars ($3,500,000) for the 1997-98 fiscal year shall be used to provide every newly certified teacher with a qualified and well-trained mentor. These funds shall be used to compensate each mentor at the rate of (1) one hundred dollars ($100.00) per month for a maximum for 10 months for serving as a mentor during the school year, and (ii) one hundred dollars ($100.00) for serving as a mentor for one day prior to the beginning of the school year. (General Assembly of North Carolina, 1997)

E. Excellent Schools Act - signed June 24, 1997
V., A. SUPPORT AND MENTORS PROVIDED FOR ALL BEGINNING TEACHERS, Section 9.
"The State Board of Education shall develop a mentor program to provide ongoing support for teachers entering the profession. In developing the mentor program, the State Board shall conduct a comprehensive (i) study of the needs of new teachers and how those needs can be met through an orientation and mentor support program. For the purpose of helping local boards to support new teachers, the State Board shall develop and distribute (ii) guidelines that address optimum teaching load, extracurricular duties, student assignment, and other working condition considerations. The State Board also shall develop and coordinate a mentor teacher (iii)-training program. The State Board shall develop (iv) criteria for selecting excellent, experienced, and qualified teachers to be participants in the mentor teacher-training program. The State Board shall report to the Joint Legislative Education Oversight Committee prior to February 15, 1998 on its progress in implementing this section."

(i) Study

- Classroom discipline
- Motivating students
- Dealing with individual differences
- Assessing students' work
- Relations with parents
- Organization of classwork
- Insufficient materials and supplies
- Dealing with problems of individual students

Needs can be met through

- A quality teacher preparation program with a variety of field experiences
- Reasonable assignments in schools that are supportive of teacher growth

- Induction support that includes a well-prepared mentor
- Clear expectations about what constitutes quality teaching
- Teacher assessment procedures and measures that are consistent with the developmental nature of learning to teach

(ii) **Guidelines**

- Assignment in the area of licensure
- Mentor assigned early, in the licensure area, and in close proximity
- Orientation that includes state, district, school and individual expectations
- Limited number of preparations
- Limited number of exceptional or difficult students
- No more than one extracurricular assignment

(iii) **Training Program**

- *Mentoring North Carolina Novice Teachers*
- 24 hour training program
- Six Modules: Induction in NC; Novice Teachers; Mentor Roles; Communication; Reflection; Coaching Cycle

(iv) **Criteria for selecting mentors**

- Successful teaching experience in the area of licensure
- Appraisal ratings among the highest in the school (regardless of instrument/process used)
- Strong recommendations from principal or peer
- Willingness to serve as a mentor
- Willingness to participate in ongoing professional development related to mentoring
- Preference for career status teachers who have experience in the district norms, culture, and mission as well as the state's goals (ABCs), strategic priorities and standard course of study
- Preference given to those who have successfully completed a minimum of 24 contact hours of mentor training

Module 1 - Activity 5
Understanding the INTASC Standards

Time	Purpose	Setting	Materials
1 hour, 45 minutes	To gain information about the INTASC Standards	Small Groups	**Handouts:** "The INTASC Standards" "Standards and Indicators" **Trainer's Notes:** "INTASC Standards" Chart paper Markers Masking tape

Procedure:

1. Give a brief introduction of the INTASC Standards. INTASC is an acronym for Interstate New Teacher Assessment and Support Consortium. This group of educators from across the nation developed the ten standards for teaching that we will review today. They are considered "…what entering teachers should know, be like and be able to do to practice responsibly." These standards have been adopted by the National Council for the Accreditation of Teacher Education and are aligned with the core principles of the National Board of Professional Teaching Standards. In North Carolina, these standards are used as the basis for product development in the Performance Based Licensure Pilot Project. (See Trainer's Notes.)

2. Divide the group into nine triads. Each triad will be assigned one INTASC Standard.

3. Using the tenth INTASC Standard, model how each group will "interpret" each of the standards. Working as a group write the following information on chart paper:
   - Title of standard
   - A brief phrase explaining the standard in "real people talk"
   - Pictorial representation(s) of the standard
   - Evidence of this standard in the novice teacher's classroom (What will I see her doing? What will I see on the walls? On her desk?)

4. Allow 20-30 minutes for each group to develop their INTASC Standard description.

5. Allow 3-5 minutes for each group to present their standard to the entire group.

6. Close by discussing the role of the mentor in supporting the novice teacher in achieving the goals of the INTASC Standards.

Module I - Activity 5
Trainer's Notes:
The INTASC Standards

The Interstate New Teacher Assessment and Support Consortium is composed of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of education, licensing, and on-going professional development of teachers. Since its creation in 1987, the primary constituency of INTASC is state education agencies responsible for teacher licensing and professional development. The basic premise of INTASC is that an effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels.

The mission of INTASC is to promote standards-based reform through the development of model standards and assessments for beginning teachers. To achieve this, INTASC provides a vehicle for states to work jointly on formulating model policies to reform teacher preparation and licensing, and provides a mechanism for states to collaborate on developmental projects such as crafting new instruments to assess the classroom performance of a teacher. INTASC sponsors a number of seminars annually, bringing together state education agencies, institutions of higher education, researchers, and professional associations committed to the principles of teaching and assessment committed to the principles of teaching and assessment endorsed by the consortium.

The model core standards of INTASC for licensing teachers represent principles that should be present in all teaching regardless of the subject or grade level taught and serves as a framework for the systemic reform of teacher preparation and professional development. These core standards are currently being translated into standards for discipline-specific learning. Standards for teaching mathematics were released in the spring of 1995, and a draft of standards in English language arts will soon be released. Within the next five years, standards will be released in history/social studies, the arts, elementary education, and special education.

To find out more about the INTASC standards, see:
http://www.ccsso.org/intasc.html

The INTASC Standards

> "What teachers know and can do makes the most difference in what children learn."
>
> -- Linda Darling-Hammond

An integral component of the new process is the use of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. These standards reflect the requisite knowledge, skills, and attitudes necessary for teachers starting their career.

1. Content Pedagogy
The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. Student Development
The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

3. Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Multiple Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5. Motivation and Management
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Communication and Technology
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Planning
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. Reflective Practice: Professional Growth
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on other (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

Standards and Indicators

STANDARD 1: CONTENT PEDAGOGY

The teacher understands the central concepts, tool of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

KEY INDICATORS

The Candidate:

- Demonstrates an understanding of the central concepts of his or her discipline.
- Uses explanations and representations that link curriculum to prior learning.
- Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- Engages students in interpreting ideas from a variety of perspectives.
- Uses interdisciplinary approaches to teaching and learning.
- Uses methods of inquiry that are central to the discipline.

STANDARD 2: STUDENT DEVELOPMENT

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

KEY INDICATORS

The Candidate:

- Evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- Creates relevance for students by linking with their prior experiences.
- Provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- Encourages student reflection on prior knowledge and its connection to new information.
- Accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, and eliciting samples of student thinking orally and in writing).

STANDARD 3: DIVERSE LEARNERS

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

KEY INDICATORS

The Candidate:

- Designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- Selects approaches that provide opportunities for different performance modes.
- Accesses appropriate services or resources to meet exceptional learning needs when needed.
- Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- Uses knowledge of different cultural contests within the community (socio-economic, ethnic, and cultural) and connects with the learner through types of interaction and assignments.
- Creates a learning community that respects individual differences.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

KEY INDICATORS

The Candidate:

- Selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- Encourages students to assume responsibility for identifying and using learning resources.
- Assures different roles in the instructional process (instructor, facilitator, coach, and audience) to accommodate content purpose, and learner needs.

STANDARD 5: MOTIVATION AND MANAGEMENT

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

KEY INDICATORS

The Candidate:

- Encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.
- Engages students by relating lessons to student's personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- Organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- Analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

STANDARD 6: COMMUNICATION AND TECHNOLOGY

The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

KEY INDICATORS

The Candidate:

- Models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).
- Provides support for learner expression in speaking, writing, and other media.
- Demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.)
- Uses a variety of media communication tools to enrich learning opportunities.

STANDARD 7: PLANNING

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

KEY INDICATORS

The Candidate:

- Plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- Develops plans that are appropriate for curriculum goals and are based on effective instruction.
- Adjusts plans to respond to unanticipated sources of input and/or student needs.
- Develops short and long-range plans.

STANDARD 8: ASSESSMENT

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

KEY INDICATORS

The Candidate:

- Selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- Uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observations, surveys, interviews, student work, performance tasks, portfolios, and teacher made tests).
- Uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- Evaluates the effects of class activities on individuals and on the groups through observation of classroom interaction, questioning and analysis of student work.
- Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- Solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

KEY INDICATORS

The Candidate:

- Uses classroom observations, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.
- Uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher.
- Consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

KEY INDICATORS

The Candidate:

- Participates in collegial activities designed to make the entire school a productive learning environment.
- Links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well being.
- Seeks to establish cooperative partnerships with parents/guardians to support student learning.
- Advocates for students.

Activity Grid
Module II – Concerns of the Novice Teacher

Activity	Purpose	Time	Materials
Left to Right	To help mentors remember the needs and frustrations of novice teachers	10 minutes	**Transparency:** • "New Teachers quickly." • Paper and pencil
The Way I Remember It	To rate the experiences teacher had in their first year of teaching To generate empathy for the novice teacher	30 minutes	**Chart:** • "The Way I Remember It" • Chart paper and markers • Self-adhesive dots
Meeting the Needs of the Novice Teacher	To acquaint the mentor with what research tells us about the needs of novice teachers	15 minutes	**Transparencies:** • "Veenman's Most Frequently Perceived Problems of Novice Teachers" • "Needs of Novice Teachers" • "North Carolina Induction"
A Successful Novice Teacher	To create a profile of a successful novice teacher	45 minutes	• Chart paper and markers • Post-it notes • Masking tape **Transparencies:** • "Affinity Diagram" • "Gallery Walk" • "Developing a Profile of the Successful Novice Teacher"
The First Year	To help mentors understand the emotional phases that novice teachers face during the first year	50 minutes	**Handouts:** • "Attitudes Toward Teaching" (blank graph) • "Phases of First Year Teaching" **Transparencies:** • "Attitudes Toward Teaching" (blank graph) • "Attitudes Toward Teaching" (completed graph) • Blank transparencies • Overhead projector
Stages of Concern	To summarize the significant needs/concerns of novice teachers and to introduce the Stages of Concern concept	30 minutes	**Transparencies:** • "The Condition of Not Knowing…" • "Stages of Concern" **Handout:** • "Sample Stages of Concern Statements" • Chart paper and markers • Overhead projector

Conducting Informal Interviews	To provide practice for the mentor in conducting informal interviews to determine the concerns of novice teachers	45 minutes	**Handouts:** • "Interview Questions" • "Informal Interviews – New Teacher A and New Teacher B"

Module II – Activity 1
Left to Write!

Time	Purpose	Setting	Materials
10 minutes	To help mentors remember the needs and frustrations of novice teachers	Whole Group	**Transparency:** "New Teachers Quickly…" Pencils Paper Overhead projector

Procedure:

1. Place the transparency on the overhead projector.

2. Ask participants to copy the quotation.

3. Ask them to stop writing after about ten seconds, place their pencils in the other hand and continue copying the quotation.

4. Ask the participants to stop after about ten seconds.

5. Discuss the following:
    - What problems did you encounter during this activity?
    - How did you feel when you had to change hands in writing?
    - How does this relate to the experiences of a novice teacher?
    - What does this exercise tell us about mentoring a novice teacher?
    - How could you achieve more success in writing with your other hand?
    - What does this tell us about mentoring the novice teacher?

6. Close by reminding the mentors that we can better assist our novice teachers if we remember our own frustrations as a novice teacher.

"New teachers quickly, but with no small amount of surprise, come to recognize that teaching is psychologically, intellectually and physically arduous. New teachers also believe that they already ought to know how to do things which they have never done before. Another characteristic of new teachers is the sense that there are easily developed, immediately available strategies that can be used to transform their classes into some ideal condition. These beliefs and perceptions reflect an underdeveloped conceptualization of the inherent complexities of teaching."

Murphy, Covin & Morey 1990

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Module II – Activity 2
The Way I Remember It

Time	Purpose	Setting	Materials
30 minutes	To rate the experiences teachers had in their first year of teaching	Small Group Whole Group	**Chart:** "The Way I Remember It" Chart paper Markers Self-adhesive dots

Procedure:

1. Make a chart with numbers zero through ten written along the bottom. Entitle the chart, "The Way I Remember It".
2. Tell participants to reflect on their own first year of teaching and rate their experience on a scale from zero to ten with zero representing "Barely Survived" and ten representing "A Rewarding Professional Experience".
3. Have participants place a small post-it note or self-adhesive dot on the chart paper to designate their ratings.
4. Ask the participants to share memories of their first year of teaching with the members at their table.
5. Conduct a brief discussion about the types of concerns they had as first year teachers and list those for the whole group on a piece of chart paper.
6. Ask participants to consider additional concerns today's novice teachers have. Add these concerns to the chart. Discuss and answer any questions.
7. Conclude by noting that most of today's novice teachers have more responsibilities and areas of stress than teachers in the past.

The Way I Remember It: The First Year

↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑
0	1	2	3	4	5	6	7	8	9	10

Module II – Activity 3
Meeting the Needs of the Novice Teacher

Time	Purpose	Setting	Materials
15 minutes	To acquaint the mentor with what research tells us about the needs of novice teachers	Large Group	**Transparencies:** "Veenman's Most Frequently Perceived Problems of Novice Teachers" "Needs of Novice Teachers" "North Carolina Induction" Overhead projector

Procedure:

1. Explain to the participants that if they are to be successful in working with novice teachers they need to know what research tells us about the needs of these teachers. Explain that the following mini-lecture will provide important background information.

2. Continue explaining that if the role of the mentor is to be fully realized, it is necessary for the mentor to develop his/her own role by considering the individual characteristics and needs of the novice with whom he or she has been assigned (Huling-Austin, 1990).

3. Display transparency, " Veenman's Most Frequently Perceived Problems of Novice Teachers" (Veenman, 1984). Veenman identified the needs of beginning teachers in schools that provided no assistance for novices. The needs, in rank order were: (1) assistance with disciplining students, (2) motivating students, (3) providing for individual differences of students, (4) assessing students' work, (5) relating to parents, and (6) organizing class work.

4. Discuss that Odell (1989) observed a group of novices who were receiving assistance from their school system and compiled a different list of needs. Display transparency, "Needs of Novice Teachers" from Odell's research. Discuss the rank order of those needs: (1) ideas about instruction, (2) personal and emotional support, (3) advice on resources and materials for teaching, (4) information about school district policies and procedures, and (5) ideas for additional techniques on classroom management. The difference in the two rank orders seems to indicate that when novice teachers are assigned mentors, they are able to focus on instructional issues earlier in the year than those novice teachers not in induction programs.

5. Explain that North Carolina has had an induction program in place since the mid-1980s. Hawk (1986-87) conducted a study of two counties in eastern North Carolina interviewing mentors who were assigned to novice teachers. Display transparency, "North Carolina Induction". As a part of the study, she asked the mentors to name the areas in which they were requested to give the greatest assistance. Her study revealed the needs of the novice teachers in rank order were: (1) teaching strategies, (2) paperwork management, (3) personal and emotional support, (4) location of materials for classroom use, and (5) student management.

6. Conclude by pointing out that the list from Hawk is quite similar to the one developed by Odell (1989). Hawk's research would tend to support Odell's conclusion that novice teachers in induction programs are able to concentrate on instructional issues at an earlier time during their induction.

Veenman's Most Frequently Perceived Problems of Novice Teachers

Rank	Problems	Frequency (n=91 studies)
1	Classroom Management	77
2	Motivating Students	48
3	Dealing With Individual Differences	43
4	Assessing Students' Work	31
5	Relations With Parents	31
6	Organization of Classwork	27

Source:
Veenman, S. (1984). Perceived problems of beginning teachers. Review of Educational Research, 54 (2), 143-178.

Needs of Novice Teachers

- Ideas about instruction
- Personal and emotional support
- Resources and materials for teaching
- Information about school district policies and procedures
- Techniques for classroom discipline

Source:
Odell, S.J. (1989). Developing support programs for beginning teachers. In Assisting the Beginning Teacher. Association of Teacher Educators.

North Carolina Induction

Needs of novice teachers

- Teaching strategies
- Paperwork management
- Personal and emotional support
- Location of materials
- Student management

Source:
Hawk, P. (1986-87). Beginning teacher programs: Benefits for the experienced educator. Action in Teacher Education, 8 (4), 59-63.

Module II – Activity 4
A Successful Novice Teacher

Time	Purpose	Setting	Materials
60 minutes	To create a profile of a successful novice teacher	Small Group Whole Group	Chart paper Post-it notes Masking tape Markers **Transparencies:** "Affinity Diagram" "Gallery Walk" "Developing a Profile of The Successful Novice Teacher" Overhead projector

Procedure:

1. Divide the participants into groups of five. Each group will put a sheet of chart paper on the wall and write on the top of the chart the title, "A Successful Novice Teacher".

2. Have the groups use post-it notes to brainstorm the characteristics of a successful novice teacher. After the groups finish brainstorming, they will begin to categorize the characteristics. (Use "Affinity Diagram" transparency to give directions.)

3. Conduct a "gallery walk" as a review of the group work. (Use "Gallery Walk" transparency to give directions.)

4. Debrief as a whole group. Ask for volunteers to share a few of the items on their charts.

5. Summarize by reviewing transparency, " Developing a Profile of the Successful Novice Teacher."

   As a mentor, it is important that you:

   - recognize that it is unrealistic to expect novice teachers to perform like veteran teachers;
   - realize that there are multiple definitions of the "successful novice teacher";
   - clarify in your own mind "what is a successful novice teacher"; and
   - think about ways in which you might communicate your visions of a successful novice teacher with your mentee.

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Affinity Diagram

- Reflect.
- Write 1 idea per post-it note - No talking!
- Post ideas on chart - Say your idea while posting.

- Read ideas - Silently!
- Rearrange ideas into categories - Silently!
- Agree on categories and determine titles – Talking permitted!

Adapted from:
McClanahan, E. & Wicks, C. (1993). Future force: Kids that want to, can, and do! Glendale, California: Griffin Publishing.

Gallery Walk

1. After the groups have completed their Affinity Diagrams, they should select a spokesperson.
2. The entire group is to stand in front of their chart taped to the wall.
3. The spokesperson will share the information on the chart with the members of the other groups.
4. When a pre-determined signal is given all group members (except the spokespersons) will move in a clockwise pattern to the next chart.
5. The spokespersons explain their chart to this new group.
6. Each time the signal is given the groups rotate to the next chart until they return to their home group.
7. You may wish to ask participants to record on paper the responses they see repeated throughout the activity.
8. These responses can be recorded on a single sheet of chart paper to form a composite list of the whole group's ideas.

Adapted from:

McClanahan, E. & Wicks, C. (1993). Future force: Kids that want to, can, and do! Glendale, California: Griffin Publishing.

Developing a Profile of The Successful Novice Teacher

As a mentor, it is important that you:

- recognize that it is unrealistic to expect novice teachers to perform like veteran teachers;
- realize that there are multiple definitions of the "successful novice teacher";
- clarify in your own mind "what is a successful novice teacher"; and
- think about ways in which you might communicate your visions of a successful novice teacher with your mentee.

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Module II – Activity 2
The First Year

Time	Purpose	Setting	Materials
50 minutes	To help mentors understand the emotional phases that novice teachers face during the first year	Individual Small Group Whole Group	**Handouts**: "Attitudes Toward Teaching" (blank graph) "Phases of First Year Teaching" **Transparencies**: "Attitudes Toward Teaching" (blank graph) "Attitudes Toward Teaching" Blank transparencies and markers Overhead projector

Procedure:

1. Explain that novice teachers go through many different emotional phases during the first school year. Because of these phases their attitudes toward teaching may vary from month to month. It is helpful to gain a general knowledge of the various phases that the novice teacher will encounter.

2. Give each participant a blank graph entitled "Attitudes Toward Teaching". At the same time put the transparency by the same title on the overhead projector. Ask the participants to note the vertical axis with a negative at the bottom and a positive at the top. The horizontal axis gives each month of the school year.

3. Ask participants to reflect on their first year of teaching and plot their own attitude toward teaching during each month. They should then connect each point to form a line graph.

4. Ask them to share the results of their graphs at their tables. If time allows, ask a few participants to share their graphs with the entire group.

5. Display the graph based on the 1992 research of beginning teachers. This information comes from the New Teacher Project conducted in California.

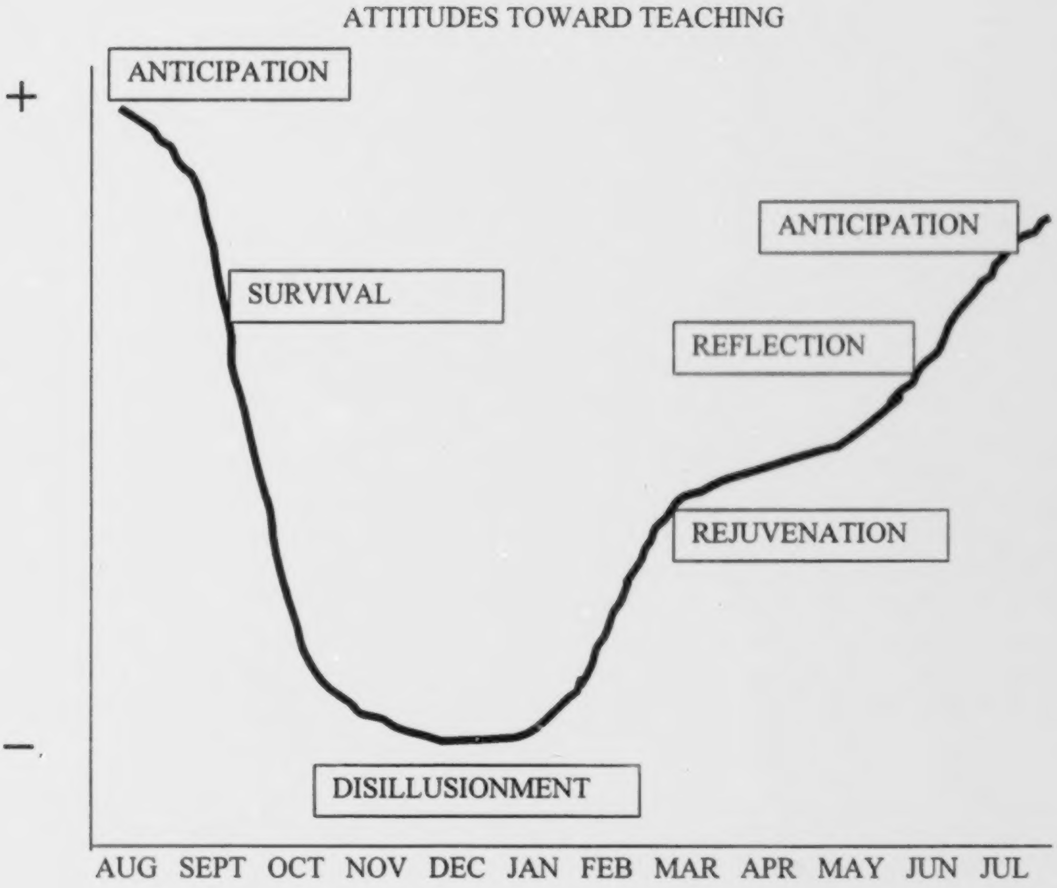
6. Briefly describe each of the six phases listed on the graph.

7. Divide the participants into six groups. Assign each group one of the phases. Distribute the handout "Phases of First Year Teaching." Ask each group to read their assigned phase and be prepared to explain the phase, give an example (from personal experience) of a teacher experiencing this phase, and offer tips for assisting the novice teacher in this phase. The groups should write their information on a transparency for the purpose of sharing with the large group. (Note to Trainer: Inform groups that there are two Anticipation phases. One group will be addressing the Anticipation phase prior to the first year of teaching and a second group will be addressing the Anticipation phase encountered at the end of the first year as the novice looks forward to the second year of teaching.)

8. After five to seven minutes of discussion, ask each table to share the information about their assigned phase using the transparency.

9. Close by asking the participants how this information might be useful in helping them work with their novice teacher.

Phases of First Year Teaching



Anticipation Phase

The anticipation phase begins during the student teaching portion of pre-service preparation. The closer student teachers get to completing their assignment, the more excited and anxious they become about their first teaching positions. They tend to romanticize the role of the teacher and the position. New teachers enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals. This feeling of excitement carries new teachers into the first few weeks of school.

"I was elated to get the job but terrified about going from the simulated experience of student teaching to being the person completely in charge."

Survival Stage

The first month of school is very overwhelming for new teachers. They are learning a lot and at a very rapid pace. New teachers are instantly bombarded with a variety of problems and situations they had not anticipated. Despite increased field experiences and required courses in teacher preparation programs, new teachers are caught off guard by the realities of teaching.

"I thought I'd be busy, like when I was student teaching, but this is crazy. I'm feeling like I'm constantly running. It's hard to focus on other aspects of my life."

During the survival phase most new teachers are struggling to keep their head above water. They become very focused and consumed with the day-to-day routine of teaching. There is little time to stop and reflect on their experiences. New teachers spend up to seventy hours a week on schoolwork. Particularly overwhelming is the constant need to develop curriculum. Veteran teachers routinely recycle excellent lessons and units from the past. The new teacher, still uncertain of what will really work, must develop much of this for the first time. Even depending on unfamiliar prepared curriculum, such as textbooks, is enormously time consuming.

"I thought there would be more time to get everything done. It's like working three jobs: 7:30-2:30, 2:30-6:00, with more time spent in the evening and on weekends."

Although tired and surprised by the amount of work, first-year teachers usually maintain a tremendous amount of energy and commitment during the survival phase.

Disillusionment Phase

After six to eight weeks of non-stop work, new teachers enter the disillusionment phase. The intensity and length of the phase varies among new teachers. The extensive time commitment, the realization that things are probably not going as smoothly as they want, and low morale contribute to this period of disenchantment. New teachers begin questioning both their commitment and their competence. Many new teachers become physically ill during this phase from the added stress and insufficient sleep.

Compounding an already difficult situation is the fact that new teachers are confronted with several new events during this time frame. They are faced with back-to-school night, parent conferences, completing report cards for the first time, and their first formal evaluation by the site administrator. Each of these important milestones places an already vulnerable individual in a very stressful situation.

At this point, the accumulated stress of the first-year teacher coupled with months of excessive time allotted to teaching often strains relationships with family members and friends. This is a very difficult and challenging phase for new entrees into the profession. They express self-doubt, have lower self-esteem, and question their professional commitment. In fact, getting though this phase may be the toughest challenge they face as a new teacher.

"I thought I'd be focusing more on curriculum and less on classroom management and discipline. I'm stressed because I have some very problematic students who are low academically, and I think about them every second my eyes are open."

Rejuvenation

The rejuvenation phase is characterized by a slow rise in the new teacher's attitude toward teaching. It generally begins in January. Having a winter break makes a tremendous difference for new teachers. It allows them to resume a more normal lifestyle with plenty of rest, food, exercise and time for family and friends. This vacation is the first opportunity that new teachers have for organizing materials and planning curriculum. It is a time for them to sort through materials that have accumulated and prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope. They seem ready to put past problems behind them. A better understanding of the system, an acceptance of the realities of teaching, and a sense of accomplishment help to rejuvenate new teachers. Through their experiences in the first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter in the second half of the year. Many feel a great sense of relief that they've made it through the first half of the year. During this phase, new teachers focus on curriculum development, long-term planning, and teaching strategies.

The rejuvenation phase tends to last into spring with many ups and downs along the way. Toward the end of this phase, new teachers begin to raise concerns about whether they can get everything done prior to the end of school. They also wonder how their students will do on the end of grade tests, questioning once again their own effectiveness as a teacher.

"I'm fearful of these big tests. Can you be fired if your kids do poorly? I don't know enough about them to know what I haven't taught, and I'm sure it's a lot."

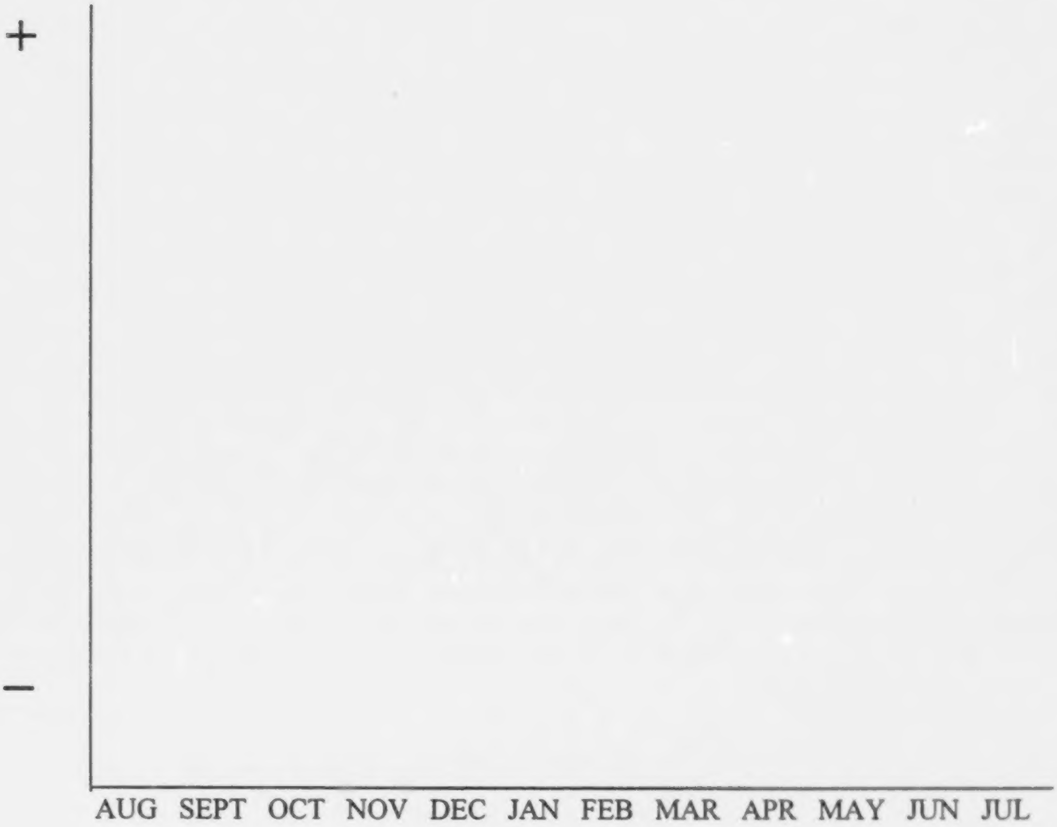
Reflection

The reflection phase, beginning in May, is a particularly invigorating time for first-year teachers. Reflecting over the year with other new teachers, support teachers, or by themselves, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies. The end is in sight and they have almost made it; but, more importantly, a vision emerges as to what their second year will look like which brings them to a new phase of anticipation.

Source:
A Guide to Prepare Support Providers for Work with Beginning Teachers, California New Teacher Project, 1992.

Phases of First Year Teaching

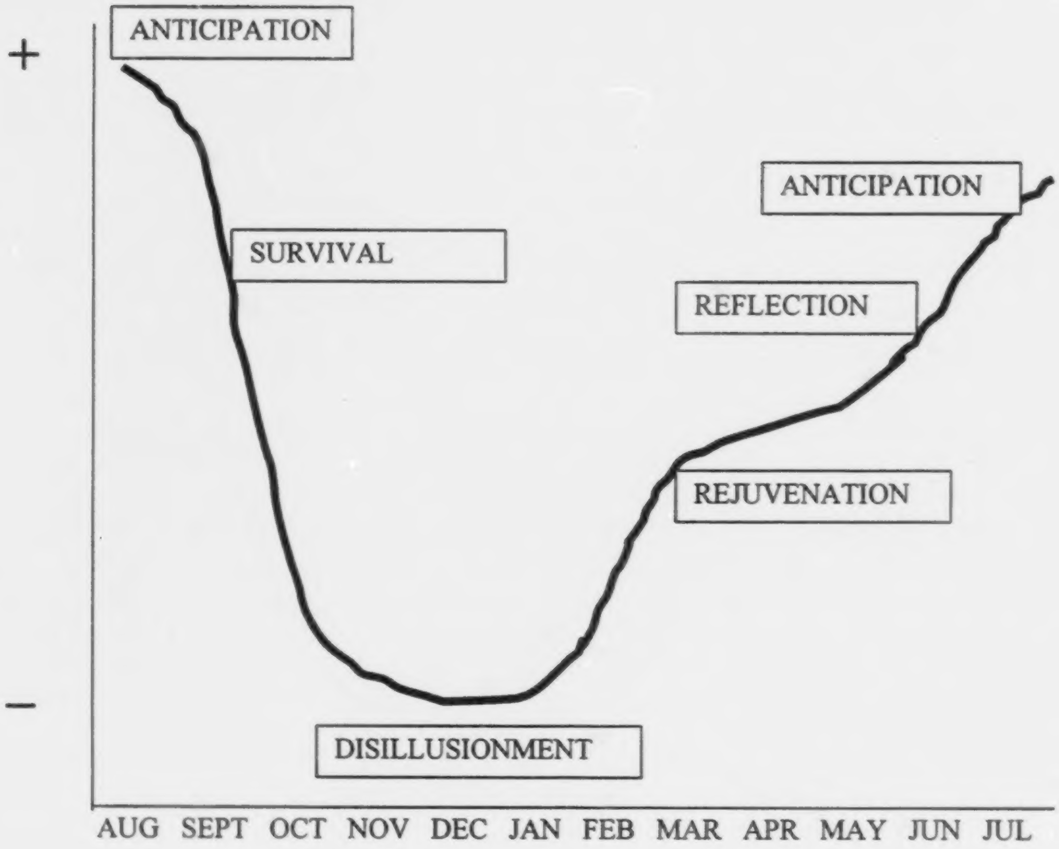
ATTITUDES TOWARD TEACHING



Adapted from:
A Guide to Prepare Support Providers for Work with Beginning Teachers, California New Teacher Project, 1992.

Phases of First Year Teaching

ATTITUDES TOWARD TEACHING



Source:
A Guide to Prepare Support Providers for Work with Beginning Teachers, California New Teacher Project, 1992.

The First Year of Teaching

Anticipation Phase
- Excited, but anxious
- Ready to conquer the world

Support: Encourage, build confidence, give help and advice.

Survival Phase
- Can I really do this?
- Making it from one day or one activity to the next
- Frustration
- I feeling like giving up…

Support: Address specific questions/needs. Work on one thing at a time. Offer any assistance requested. Surprise with notes, "care packages", etc.

Disillusionment Phase
- Maybe I shouldn't have become a teacher…
- I can't seem to do anything right…
- I'll never get control of this class…

Support: Build time for discussion/venting. Focus on reflection, successes. Highlight achievements. Offer to assist in specific areas of need. Offer to take class during your planning time to give novice time to work on something else, observe, etc.

Rejuvenation Phase
- Beginning to see the light at the end of the tunnel
- Self-confidence is rising
- Sense of relief at being halfway there

Support: Focus on programs and teaching strategies. Introduce/try something new. Reflect on teaching practices to begin to challenge them.

Reflection Phase
- I made it!!
- Look back on the year
- Plan ahead for next year
- Sense of pride/satisfaction

Support: Give specific assistance where needed/requested. Praise accomplishments. Talk about plans for next year. Celebrate!!

Source:
A Guide to Prepare Support Providers for Work with Beginning Teachers, California New Teacher Project, 1992.

Module II – Activity 6
Stages of Concern

Time	Purpose	Setting	Materials
60 minutes	To summarize the significant needs and concerns of novice teachers and to introduce the Stages of Concern theory	Whole Group Small Group	**Transparencies:** "The Condition of Not Knowing…" "Stages of Concern Regarding an Innovation" **Handouts:** "Sample Stages of Concern Statements" "Stages of Concern Suggested Interview Questions" Chart paper and markers Overhead projector

Procedure:

1. Display the transparency, "The Condition of Not Knowing...". Discuss this paradox.
2. Remind participants of the concerns generated in the previous activities. Tell them that during that first year, teachers go through phases and some concerns are more apparent than others are.
3. Display the transparency, " Stages of Concern Regarding an Innovation". Begin by explaining that Stages of Concern is a concept that was developed at the Research and Development Center for Teacher Education at the University of Texas in Austin during the

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1970s and 1980s. The Stages of Concern concept first grew from observing how the concerns of persons studying to become teachers changed over time as they moved through their teacher preparation programs and into their teaching careers. The concept was later expanded for use in understanding how the concerns of teachers change as they encounter and adopt various educational innovations (for example team teaching, cooperative learning, etc.). Therefore, learning about Stages of Concern will be beneficial in regard to assisting novice teachers. Participants may also find it useful in understanding their own responses to change.

4. Review the stages referring to the transparency as you talk. Ask, How do the *Stages* and *Phases* compare with one another? Can you see how they might correlate with one another? Point out that a particular stage of concern can occur at any point during the year, and that any teacher (veteran or novice) can experience these concerns when facing a new situation. The phases tend to be more consistent during that first year of teaching.

5. Ask the participants to practice recognizing the stages of concern. Refer to the handout, " Sample Stages of Concern Statements". At their table groups, they should work together to complete this handout by figuring out the stages and how they would give support to the novice teacher in that stage.

6. Review the handout with the whole group. Answers:

   1. Management, 2. Consequence, 3. Personal, 4. Awareness, 5. Refocusing, 6. Collaboration, 7. Information, some Management, 8. Personal, 9. Management, 10. Informational, some Management

7. Conclude by referring to the handout, "Stages of Concern Suggested Interview Questions", which they can use when working with novice teachers to help them determine the Stages of Concern.

8. End by emphasizing these points: (1) It is natural to have personal concerns. All of the Stages of Concern are legitimate since they are all part of the change process. It is not appropriate for mentors to ignore the concerns a novice has, or to criticize them for having lower stage concerns. The Stages of Concern are not designed to be an evaluative tool. (2) Individuals have a variety of concerns at any one time, but usually certain stages emerge as dominant. (3) People do not necessarily progress through the stages in a lockstep sequence.*

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The Condition of Not Knowing:

The Beginning Teacher's Paradox

"To admit to not knowing is to risk vulnerability; to pretend to know is to risk error."

Cororcan, 1981

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Stages of Concern Regarding an Innovation

STAGES OF CONCERN	TYPICAL EXPRESSIONS
REFOCUSING	I have ideas about something that would work even better.
COLLABORATION	How can I relate what I am doing to what others are doing?
CONSEQUENCE	How is my use affecting kids?
MANAGEMENT	I seem to be spending all my time getting materials ready.
PERSONAL	How will using it affect me?
INFORMATIONAL	I would like to know more about it.
AWARENESS	I am not concerned about it.

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Sample Stages of Concern Statements

Numeral/Name of the
Stage of Concern

1. There isn't enough time to get everything done. I'm not able to get all the papers corrected each night so I spend all weekend trying to catch up.
2. Some of my students are just not learning even though I have tried to present the material every way I know how. If they don't learn from me this year they will be behind next year.
3. I'm afraid all of this extra attention I'm getting as a novice teacher is really just a way to assess me. I'm getting more and more nervous every time someone else comes into my room.
4. My teaching is going fine; I'm really not worried about it.
5. I'm sure I know a better way to teach math than with the program we're using. I want to use a combination individualized/learning center approach.
6. I wish there was more time to work with the other novice teachers. I think they could really understand what I'm going through and might have some ideas to help me.
7. I need to know exactly what procedures I'm supposed to use at the end of the grading period. I don't want any surprises.
8. I'm afraid that when I have to talk with a parent about their child's behavior problem that they will side with the student and get angry at me.
9. I am having difficulty keeping students working on their assignment while I am working with students who need extra help or who have been absent.
10. I wish I knew the procedures for getting classroom supplies. I'm not sure whether my supplies are supposed to last all year or whether I have to pay for what get broken.

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Stages of Concern: Tips

Notetaking Sheet

Stage 0: Awareness	
Stage 1: Informational	
Stage 2: Personal	
Stage 3: Management	
Stage 4: Consequence	
Stage 5: Collaboration	
Stage 6: Refocusing	

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Module II – Activity 7
Conducting Informal Interviews

Time	Purpose	Setting	Materials
45 minutes	To provide practice for the mentor in conducting informal interviews to determine the concerns of novice teachers	Pairs	**Handouts:** "Interview Questions" "Informal Interviews-New Teacher A and New Teacher B"

Procedure:

1. Explain that one way of collecting concerns data is to talk informally with someone and to use active listening to detect their concerns from their responses. This is the procedure that participants will probably use most often in their day-to-day interactions with the novice teacher.

2. Tell participants that the handout, "Interview Questions" gives suggestions for questions that are likely to generate concerns responses. Emphasize that these are only suggestions and that each person can select the questions s/he is most comfortable with and add questions of his/her own.

3. Explain to the participants that they will now practice conducting an informal interview. In this activity, one person will portray a novice teacher and will be given a role description to portray. The other person will be the mentor and it is that person's responsibility to "interview" the novice teacher, identifying predominate concerns and suggesting appropriate interventions.

4. Divide the participants into pairs and instruct them to decide who will be the mentor and who will be the novice teacher in the first round (participants will switch roles for the second round) and to select a subject field to focus on such as math, social studies, language arts, science, etc.

5. Send the mentors out of the room along with their copy of "Interview Questions". Instruct them to review the questions while you instruct the novice teachers.

6. Distribute to "novice teachers" the New Teacher A role description and instruct them to read it and think about how such a teacher would respond to probable interview questions. Tell participants not to volunteer too much information too soon, but rather make the mentor "work" to establish rapport with the novice teacher.

7. Bring the mentors back and let them interview their partners. After the participants have had ample time for the activity, conduct a group discussion, asking mentors what were the predominate concern of their "novice teachers." Then ask "novice teachers" what interventions were suggested to them and how helpful they felt these interventions would be.

8. Inform the participants that in the second role-play, it is three weeks into the school year and it can be any level or any subject field they choose. Ask the participants to reverse roles, and again, send mentors out of the room with their questions.

9. Hand out the New Teacher B role description to "novice teachers" and give them time to read it and think how such a teacher would respond to probable interview questions. As before, tell participants not to volunteer too much information too soon, but rather make the mentor "work" to establish rapport with the novice teacher.

10. Bring mentors back and let them interview their partners. Repeat the group discussion following the interviewing activity.

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Interview Questions

Here is a list of phrases and questions – use those parts of or whole questions that seem most comfortable for you.

- How's it going for you in the classroom?
- I'm interested in anything you would like to share with me about your teaching.
- How do you feel about it?
- Are you having any problems or concerns related to your teaching?
- What do you think of it?
- How does it affect you and others you are involved with?
- Anything you question or wonder about
- Your reaction to how it's going so far
- Your attitude toward the students
- Do you have any reservations about your teaching?
- Is there any information you would like?

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Informal Interviews

New Teacher A

You have been teaching for a semester and what a busy semester! You have just about gotten your classroom management under control, although in a couple of your classes there are one or two difficult students. Thus far, you have done all of your teaching to the total class but in each class there are some students who can't keep up and never finish their work by the end of the period. In one class, there are three students who are much brighter than the rest of the class and constantly stay ahead. You know you probably should be doing more to individualize, but you simply don't know where you will find the time or how to organize it.

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Informal Interviews

New Teacher B

You have been teaching for three weeks and are pretty discouraged. Your teaching assignment is nothing like your student teaching experience and you were never really given total responsibility for the class during your student teaching. Students are beginning to misbehave more and more, and they do not seem to be motivated by the subject content or the activities you have planned. You are afraid that if other people know how badly it is going that it will influence your evaluations, and you may not get rehired next year. You like the mentor teacher that has been assigned to you, but you are not sure how much to tell her about how badly it is going. Your plan at the moment is to see how it goes with your mentor and decide how much you can trust her. Then you will decide how much to tell her.

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Activity Grid
Module III – The Role of the Mentor

Activity	Purpose	Time	Materials
Mentors in Children's Literature	To identify mentors and their characteristics from children's literature	1 hour, 30 minutes	• Children's literature • Trainer's Notes **Transparencies** • "Mentors are guides…" • "Discussion Guide" • "Brainstorming the Qualities of an Effective Mentor" • "Qualities of an Effective Mentor: Attitude" • "Qualities of an Effective Mentor: Skills" • "Qualities of an Effective Mentor: Knowledge" **Handout:** • "Qualities of an Effective Mentor" • Chart paper and marker or • Transparency and markers • Overhead projector
Identifying the Qualities of an Effective Mentor	To identify the attitudes, skills, and knowledge base needed by an effective mentor	45 minutes	**Transparencies:** • "Brainstorming the Qualities of an Effective Mentor" • "Qualities of an Effective Mentor: Attitude" • "Qualities of an Effective Mentor: Skills" • "Qualities of an Effective Mentor: Knowledge" **Handout:** • "Qualities of an Effective Mentor" • Chart paper and markers • Overhead projector
Categories of Support	To identify the attitudes, skills and knowledge base needed by an effective mentor To introduce the Categories of Support	45 minutes	**Transparency:** • "Categories of Support" **Handouts:** • "Descriptions of Categories of Support" • 'Categories of Support Notetaking Form" • Chart paper and markers • Masking tape • Overhead projector
Mentoring in Difficult Situations	To offer tips for mentors who are assigned to novice teachers in special situations	45 minutes	**Trainer's notes:** • "Mentoring in Difficult Situations"

Supporting the Novice Teacher	To provide practice for the mentor in reacting to a situation and providing possible solutions for the novice teacher	1 hour	**Transparencies:** • “Three Functions of a Mentor” • “Categories of Support” • “Challenge” • Overhead projector **Handouts:** • “Supporting Novice Teachers Case Studies 1,2,3,4,5 & 6”
How Does the Mentor Begin?	To propose tips for mentors in providing early assistance for novice teachers	15 minutes	**Handout:** • “Tips from North Carolina Mentors for Getting to Know and Assisting Your Novice Teacher” • Chart paper and markers • Overhead projector
Bridges and Barriers to Being an Effective Mentor	To identify bridges that allow mentors to do their job effectively and barriers that might be hindering the mentoring process	20 minutes	**Transparency:** • “Being an Effective Mentor **Handout:** • “Being an Effective Mentor” • Overhead projector
A Dollar for Your Thoughts	To demonstrate the importance of sharing ideas in reflection upon the concerns of novice teachers	20 minutes	• Copies of play money • “Million Dollar Ideas” Banner

Module III – Activity 1
Mentors in Children's Literature

Time	Purpose	Setting	Materials
1 hour, 30 minutes	To identify mentors and their characteristics from children's literature	Small Groups	Children's literature (See Bibliography.) **Trainer's Notes:** "Mentors in Children's Literature" **Transparencies:** "Mentors are guides…" "Discussion Guide" "Brainstorming the Qualities of an Effective Mentor" "Qualities of an Effective Mentor: Attitude" "Qualities of an Effective Mentor: Skills" "Qualities of an Effective Mentor: Knowledge" **Handout:** "Qualities of an Effective Mentor" Chart paper and marker or Transparency and markers Overhead projector

Procedure:

1. Display the transparency, "Mentors are guides…". See Trainer's Notes, "Mentors in Children's Literature".

2. Explain that in this activity participants will review selections of children's literature to identify characters that serve as mentors and the qualities those characters possess.

3. Divide participants into small groups. Each group should receive a different selection of children's literature to review and discuss.

4. Explain that each group should address the questions on the transparency, "Discussion Guide".
    - Who is the mentor?
    - What qualities does the mentor possess?
    - What applications can be made to the mentor's and novice teacher's relationship?

5. Ask each group to share the title of their literature selection and a brief synopsis of the story. Then they should share the information they discussed using the transparency, "Discussion Guide". As the qualities of the mentors are listed, the facilitator should record them on a transparency or chart paper.

6. Inform participants that they will now be comparing the qualities of the children's literature mentors with the qualities of a mentor in the classroom.

7. Display the transparency, "Brainstorming the Qualities of an Effective Mentor". Show how the qualities of a mentor can be broken down into three categories: attitudes, skills, and knowledge.
    - Mentors are: What attitudes should an effective mentor demonstrate?
    - Mentors can: What skills should an effective mentor possess?
    - Mentors know: What knowledge base should an effective mentor possess?

8. Using chartpaper ask the participants to list the attitudes, skills, and knowledge of a mentor, utilizing the list of qualities generated from the children's literature and those attitudes, skills, and knowledge specifically related to the educational environment.

9. Ask each group to share their group's list of attitudes. Make a composite list on chartpaper.

10. Compare this composite list with the transparency, "Qualities of an Effective Mentor: Attitude". Follow this same procedure in steps 9 and 10 with the categories of skill and knowledge using the transparencies, "Qualities of an Effective Mentor: Skills" and "Qualities of an Effective Mentor: Knowledge". Explain that these lists of qualities were derived from an informal survey of ILP Coordinators in school systems in North Carolina in the fall of 1997. A compiled list of qualities is available on the handout.

Bibliography
Mentors in Children's Literature

Bunting, E. (1994). Smoky night. Orlando, FL: Harcourt Brace & Company.

Fox, M. (1985). Wilfrid Gordan McDonald Partridge. Brooklyn, NY: Kane/Miller Book Publishers.

Martin, B. & Archambault, J. (1987). Knots on a counting rope. New York: Henry Holt & Company.

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Weeks, S. (1995). Follow the moon. New York: Harper Collins Publishers.

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Williams, M. (1995). The velveteen rabbit. New York: Smithmark Publishers.

Yolen, J. (1987). Owl moon. New York: Philomel Books.

“Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way…”

Laurent A. Daloz

Source:
Daloz, L. A. (1986). Effective teaching and mentoring: Realizing the transformational power of adult learning experiences. San Francisco: Jossey-Bass Inc.

Module III – Activity 1
Trainer's Notes
Mentors in Children's Literature

"Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way…" Laurent A. Daloz

Explain that we all need someone to help us through life. Daloz made the analogy of our lives being like journeys and mentors being analogous to the guides during that journey. He felt so strongly about the need for mentors in our lives that he proposed that if mentors did not exist, we would invent them. But, mentors do exist in our lives in many ways today and have existed throughout history and within literature.

The word "mentor" originated from the character named Mentor in Homer's epic poem, "The Odyssey". Mentor was the wise and trusted companion of Odysseus under whose care his son, Telemachus was placed when he left on his journey. Mentor can be both male and female as evidenced by the fact that Athena, Goddess of Wisdom used the guise of Mentor to serve as the counselor or advisor to Telemachus when he ventured forth on his journey to meet his father. Mentor is the personification of wisdom, trust, and faith.

We find mentors in Homer's "Odyssey", but we also find mentors in contemporary literature. After participants have read their selections of children's literature and discussed the role of mentors in them, discuss other mentors they have discovered in books and the qualities they possessed. A bibliography of suggested children's literature is included.

Conclude by explaining that the term, "mentor", has evolved over the ages and has been used in different ways in different contexts. Traditionally, the mentor and mentee self-select each other and have a relationship that spans a number of years, sometimes even decades. Explain that in education, mentors are typically assigned to teachers for a relatively short period of time, generally two to three years.

Sources:

Daloz, L. A. (1986). Effective teaching and mentoring: Realizing the transformational power of adult learning experiences. San Francisco: Jossey-Bass Inc.

Huling, L. (1995). Assisting the novice teacher: A training package to prepare mentor teachers. Austin TX: Austin Educational Associates.

Discussion Guide

Mentors in Children's Literature

1. **Who is the mentor?**

2. **What qualities does the mentor possess?**

3. **What applications can be made to the mentor and novice teacher relationship?**

Brainstorming the Qualities of an Effective Mentor

Mentors are:	Mentors can:	Mentors know:
What attitudes should an effective mentor demonstrate?	What skills should an effective mentor possess?	What knowledge base should an effective mentor possess?

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Qualities of an Effective Mentor

Attitudes

- *Sensitive and genuine*
- *Tolerant*
- *Flexible*
- *Positive and caring*
- *Credible*
- *Knowledgeable and competent*
- *Trustworthy*
- *Accepting and empathic*
- *Understanding*
- *Nurturing and supportive*

Source:
Building Effective Mentor Training Programs. (1997). NC Department of Public Instruction.

Qualities of an Effective Mentor

Skills

- *Problem solving*
- *Assessing and responding to the needs of the novice teacher*
- *Effective communication*
- *Active listening*
- *Time management*
- *Ability to reflect*
- *Conflict resolution*
- *Data collection*

Source:
Building Effective Mentor Training Programs. (1997). NC Department of Public Instruction.

Qualities of an Effective Mentor

Knowledge

- *The needs and concerns of the novice teacher*
- *Adult development and learning theory*
- *The role of the mentor*
- *Building a helping relationship*
- *Coaching and modeling*
- *Reflective practice*
- *Interpersonal development*
- *Effective teaching practices*
- *ILT assessment methodology and instruments*
- *North Carolina's Initial Licensure Program*

Source:
Building Effective Mentor Training Programs. (1997). NC Department of Public Instruction.

Research on the Qualities of an Effective Mentor

Mentors are:	Mentors can:	Mentors know:
• *Sensitive and genuine;* • *Tolerant;* • *Flexible;* • *Positive and caring;* • *Credible;* • *Knowledgeable and competent;* • *Trustworthy;* • *Accepting and empathic;* • *Understanding;* • *Nurturing and supportive;*	• *solve problems;* • *assess and respond to the needs of the novice teacher;* • *communicate effectively;* • *listen actively;* • *manage time;* • *reflect;* • *resolve conflicts;* • *collect data;*	• *the needs and concerns of the novice teacher;* • *adult development and learning theory;* • *the role of the mentor;* • *how to build a helping relationship;* • *coaching and modeling;* • *reflective practice;* • *interpersonal development;* • *effective teaching practices;* • *ILT assessment methodology and instruments; and* • *North Carolina's Initial Licensure Program.*

Source:

Building Effective Mentor Training Programs. (1997). NC Department of Public Instruction.

Module III – Activity 2*
Identifying the Qualities of an Effective Mentor

Time	Purpose	Setting	Materials
45 minutes	To identify the attitudes, skills, and knowledge base needed by an effective mentor	Small Groups	**Transparencies:** "Brainstorming the Qualities of an Effective Mentor" "Qualities of an Effective Mentor: Attitude" "Qualities of an Effective Mentor: Skills" "Qualities of an Effective Mentor: Knowledge" **Handout:** "Qualities of an Effective Mentor" Chart paper and marker Overhead projector

Procedure:

1. Display the transparency, "Brainstorming the Qualities of an Effective Mentor". Show how the qualities of a mentor can be broken down into three categories: attitudes, skills, and knowledge.
    - Mentors are: What attitudes should an effective mentor demonstrate?
    - Mentors can: What skills should an effective mentor possess?
    - Mentors know: What knowledge base should an effective mentor possess?

2. Using chart paper ask the participants to list the attitudes, skills, and knowledge of a mentor, utilizing the list of qualities generated from the children's literature and those attitudes, skills, and knowledge specifically related to the educational environment.

3. Ask each group to share their group's list of attitudes. Make a composite list on chart paper.

4. Compare this composite list with the transparency, “Qualities of an Effective Mentor: Attitude”. Follow this same procedure in steps 9 and 10 with the categories of skill and knowledge using the transparencies, “Qualities of an Effective Mentor: Skills” and “Qualities of an Effective Mentor: Knowledge”. Explain that these lists of qualities were derived from an informal survey of ILP Coordinators in school systems in North Carolina in the fall of 1997. A compiled list of qualities is available on the handout, “Qualities of an Effective Mentor”.

*Trainers’ Note: This activity may be used instead of Module III – Activity 2 if children’s literature is not available.

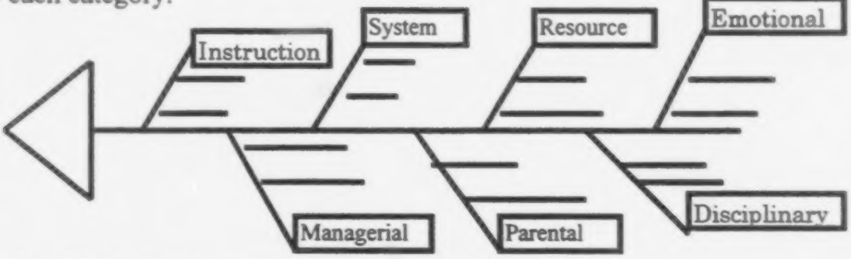
Module III – Activity 3
Categories of Support

Time	Purpose	Setting	Materials
45 minutes	To identify the attitudes, skills and knowledge base needed by an effective mentor, and to introduce the Categories of Support	Small Groups	**Transparencies:** "Categories of Support" **Handouts:** "Descriptions of Categories of Support" "Categories of Support Notetaking Form" Chart paper and markers Masking tape Overhead projector

Procedure:

1. Introduce the Categories of Support. Tell participants that it is important for a mentor to possess the qualities generated in the previous activities, and now we want to attach these qualities to specific types of support that can be provided to novice teachers. Display transparency, "Categories of Support" and refer to the handout, "Descriptions of Categories of Support". Review each category, giving several examples of each and asking participants to contribute their own examples that represent specific categories.

2. Divide the participants into groups of four or five. Instruct each group to complete a fishbone diagram identifying specific tasks or information they would give novice teachers relating to each category.



3. Label the "head" of the fish, *Categories of Support.*

4. Direct the groups to fill in the "bones". Have two or three groups focus only on Instructional, System, Resource, and Emotional categories. Have the other two groups focus only on Emotional, Managerial, Parental, and Disciplinary categories. *All groups will* *not* *be doing all seven categories*. The groups should focus on specific tasks/information they would provide, such as for System: Give a copy of the school or system handbook and review with the novice; Drive to the central office to complete or turn in any necessary forms; etc.

5. Place the fishbones on the wall, when all groups are finished,. Allow each group to report out what they have written. As the next group shares, they should only include information that has not already been mentioned. Refer to handout, "Categories of Support Notetaking Form", and remind participants that they may want to copy the suggestions given onto this form to keep as a reference.

6. Conclude: In addition to understanding the various roles mentors must assume when working with novice teachers, it is also important to have an in-depth understanding of what types of assistance mentors provide. While most educators have a general idea of what mentors do, Sandra Odell, then of Western Michigan University, had the mentors in her program keep a log of all the interactions that they had with their novice teachers during the course of the school year. These interactions were then classified into functional categories. Remind participants that once we know novice teachers' stage of concern, we can then ascertain what types of support they require. Sometimes novice teachers might come right out and tell you what they need or ask a specific question. Other times they may be reluctant. This information should assist you in anticipating what their concerns and needs might be so that you can provide them help. Keep in mind that we can't push teachers beyond what they are ready for. If they are operating at a lower stage of concern or they are focusing in an emotional category, this is not the time to try to introduce and push that great new teaching strategy! Match your support and challenges to what the novices need and what their concerns are.

Categories of Support

Instructional	Giving information about teaching strategies, the instructional process, or content
System	Giving information related to procedures and guidelines of the school district
Resource	Collecting, disseminating, or locating resources for use by the novice teacher
Emotional	Offering novice teachers personal support through empathic listening and by sharing experiences
Managerial	Managing and organizing the school day
Parental	Giving help and ideas related to conferencing or working with parents
Disciplinary	Giving guidance and ideas related to managing children

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Descriptions of Categories of Support Derived from Questions Asked by First-Year Teachers

Support Category	Description	Example Question
Instructional	Giving information about teaching strategies, the instructional process, or content	How do I utilize math manipulative materials?
System	Giving information related to procedures and guidelines of the school district	What tests does the district require I give children?
Resource	Collecting, disseminating, or locating resources for use by the new teacher	Where do I find a terrarium for the science center?
Emotional	Offering new teachers personal support through empathic listening and by sharing experiences	How do I learn to be a good teacher and also have a life outside the classroom?
Managerial	Managing and organizing the school day	How should I organize my week?
Parental	Giving help and ideas related to conferencing or working with parents	How do I tell parents their child is not doing well?
Disciplinary	Giving guidance and ideas related to managing children	What do I do? The kids are wild, and I'm desperate.

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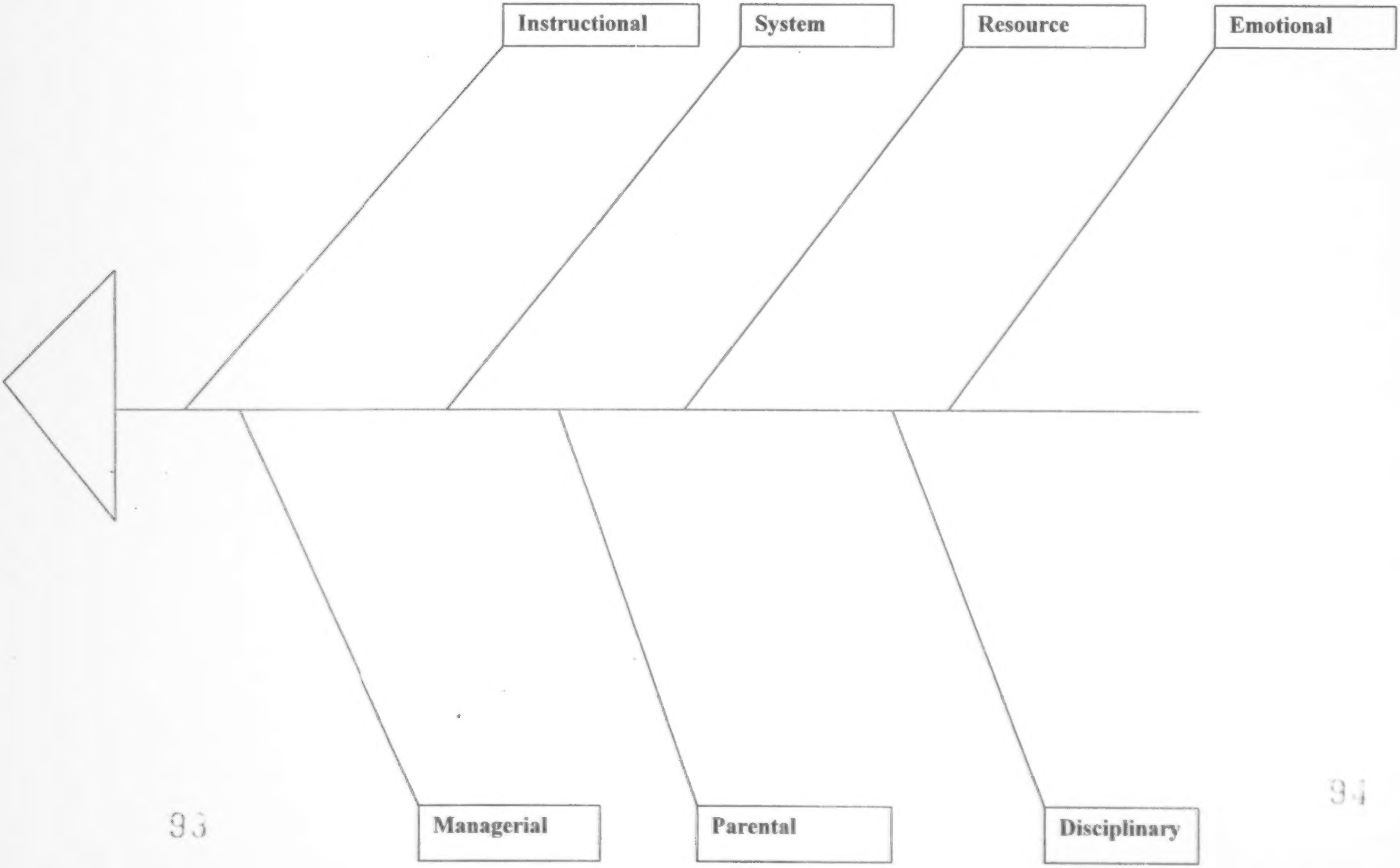
Categories of Support Note Taking Form



Module III – Activity 4
Mentoring in Difficult Situations

Time	Purpose	Setting	Materials
45 minutes	To offer tips for mentors who are assigned to novice teachers in special situations	Small Groups	**Trainer's Notes:** "Mentoring in Difficult Situations"

Procedure:

1. Review with participants that the North Carolina Initially-Licensed Program strongly suggests the following guidelines in assigning mentors:
   - The mentor should have career status (beginning of Year Five).
   - The mentor's North Carolina license should be in the same field as the novice teacher s/he will be mentoring, whenever possible.
   - The mentor should have completed four years of successful teaching experience, preferably at the same grade level or subject area as the novice to be mentored.
   - The mentor should have received a "well above average" evaluation on the most recent performance appraisal instrument.
   - The mentor should have received training of at least twenty-four (24) hours.

2. Tell participants that the selection and assignment of mentors is of primary importance if the mentoring relationship is to work as it should. However, sometimes it may be necessary for a mentor to be assigned in a situation that is less than ideal. In this session, we will examine some of those more difficult situations and create solutions for working in them.

3. Assign each group a special mentoring situation from the following: mentoring out of subject area or grade level, mentoring at a distance, mentoring multiple novice teachers, mentoring experienced teachers new to the school system, mentoring lateral entry teachers, and mentoring mismatches: incompatible personalities or philosophies.

4. Instruct groups to discuss the situation and brainstorm possible solutions for working in those conditions. Once the group is in agreement, a recorder should write their solutions on a blank transparency. Remind participants that these transparencies will be photocopied and distributed to everyone following the session.

5. Each group should place their transparency on the overhead projector and share their situation and the proposed solutions with the total group. As other participants listen, they should contribute any additional suggestions. The trainer can use the Trainer's Notes for additional suggestions.

6. Remind participants that not every mentoring situation will be ideal, and it is important that they have a repertoire of ideas for working under various conditions. Tell them that the ideas generated in today's session will be copied and distributed to them later.

Module III – Activity 4
Trainer's Notes
Mentoring in Difficult Situations

MENTORING OUT OF SUBJECT AREA OR GRADE LEVEL:

- Identify colleagues or administrators who are more familiar with the curriculum than you are. Link the novice teacher with this person to address curriculum questions or concerns.
- Encourage other novice teachers within that subject area or grade level to share ideas, plan lessons together, and observe each other's teaching. Offer to share in these activities or debrief with the group afterward.
- Schedule a regular time to meet and honor that commitment. Agree on an agenda if necessary.
- Encourage the novice to reflect and celebrate his or her accomplishments in teaching. If you are not well versed in the curriculum taught by this teacher, you will benefit from hearing this perspective.

MENTORING AT A DISTANCE:

- Schedule a regular time to meet and honor that commitment. Agree on an agenda if necessary.
- Provide a list of questions around monthly topics that are timely for the novice teacher to guide your discussions.
- Communicate by telephone or computer network on an informal basis to keep up with the concerns of the novice teacher.
- Share written materials (curriculum outlines, lesson plans) and communicate via those. For example, the new teacher could send a sketch of learning activities for the coming week to the mentor, who then responds by returning supplementary ideas or materials for the beginner to use.
- Find a colleague who is in closer contact with the novice to assist him or her.
- Meet occasionally over breakfast, lunch or dinner to discuss needs and concerns and to update one another.

MENTORING MULTIPLE NOVICE TEACHERS:

- Maximize your time by performing some aspects of the mentor role with them together. For example, confer with each new teacher on a weekly basis, then hold monthly meetings with all of them.
- Encourage the novice teachers to form a support group and share ideas among themselves.
- Meet individual needs in more confidential settings. Establish links between the teachers you are mentoring and other experienced teachers who can assist them as well.
- Advocate for release time to work with the novice teachers.

MENTORING EXPERIENCED TEACHERS NEW TO THE SCHOOL SYSTEM:

- Introduce the teacher to the procedural requirements of the school and/or system.
- Form a team within which to plan and share ideas.
- Check with the new teacher frequently to ensure that s/he is comfortable within the new setting and has questions answered.
- Take a less directive approach when it is determined that the teacher is secure.

MENTORING LATERAL ENTRY TEACHERS:

- Provide more direct assistance with planning, classroom management and pedagogical techniques if needed.
- Assist with time management strategies.
- Familiarize with educational terms.
- Introduce techniques for student referrals and other processes.
- Provide information on school and school system procedures (the Initially Licensed Program, teacher observations, etc.)
- Be aware of any areas of difficulty and provide assistance.

MENTORING MISMATCHES: INCOMPATIBLE PERSONALITIES OR PHILOSOPHIES:

- Participate in peer mediation.
- Give special attention to communication: active listening, reflection, etc.
- Ask/discuss a change in assignment.

Source:
Mentoring: A resource and training guide for educators. (1994). Learning Innovations formerly The Regional Laboratory for Educational Improvement of the Northeast and Islands.

Module III – Activity 5
Supporting the Novice Teacher-
Case Study Activity

Time	Purpose	Setting	Materials
One hour	To provide practice for the mentor in reacting to a situation and providing possible solutions for the novice teacher.	Whole Group Small Groups	**Transparencies:** "Three Functions of a Mentor" "Categories of Support" "Challenge" Overhead projector

Procedure:

1. Tell participants that we are going to examine Laurent Daloz's concept of balancing challenge and support for novice teachers. They will also have an opportunity to interpret this idea using case studies.

2. Remind participants of the Categories of Support they studied earlier. Not only is it important for mentors to provide support to novice teachers, but they must also challenge the novice in appropriate ways to allow them to grow. Address the "Lean, then wean" concept of mentoring. At first it may be necessary for the novice to rely more heavily on the mentor. The goal, however, is to move the novice beyond that point to having him/her become more independent and confident.

3. Display transparency, "The Three Functions of a Mentor". Refer to upper half of transparency. Explain that Daloz believes the mentor assists the novice teacher by providing the following three functions:
   - Support refers to those acts that validate the novice and provide empathy to him/her. This helps to build trust - without which, it is difficult for the relationship to progress.
   - Challenge refers to those acts that create a gap, or tension, through which the novice must work. It asks a question that begs an answer.
   - Providing vision is the third function of a mentor. Mentors provide proof that the bridge can be crossed, the journey completed. They allow the novice to look ahead. The transformation is completed, however, through the process of self-reflection. The novice must recognize the change and incorporate the new behavior into everyday practice.*

4. Daloz describes the balance of support and challenge in this way:
   - When neither support nor challenge is provided to any significant degree, little occurs.
   - When the mentor provides only support with little or no challenge, the person is affirmed, but not compelled to improve.
   - If the mentor is constantly challenging, but fails to also provide a high degree of support, the novice is likely to withdraw, feeling that the mentor is more critical than helpful.
   - It is when high degrees of both support and challenge are provided, true growth is facilitated.*

5. Refer back to the transparency, "Categories of Support". Remind participants that Odell identifies several functions of Support. They are:

   - Instructional: Giving information about teaching strategies, the instructional process, or content.

   - System: Giving information related to procedures and guidelines of the school district.

   - Resource: Collecting, disseminating, or locating resources for use by the new teacher.

   - Emotional: Offering new teachers personal support through empathic listening the by sharing experiences.

   - Managerial: Managing and organizing the school day.

   - Parental: Giving help and ideas related to conferencing or working with parents.

   - Disciplinary: Giving guidance and ideas related to managing children. **

6. Display the transparency, "Challenge". Daloz identifies the functions of Challenge as:

   - Setting Tasks: Setting tasks, such as trying a new teaching method, etc., and asking for an analysis of the task is one way a mentor can challenge a novice.

   - Engaging in Discussion: Discussions in which novices have the opportunity to express themselves and ask questions are important. These discussions should result in the novice viewing a problem or idea in a different way.

   - Taking opposing views: This has to do with resolving conflicts. Sometimes the mentor may take a differing or opposing perspective from the novice in order to "stretch" him or her into thinking about it from a new perspective.

   - Constructing Hypotheses: This is a way of helping the novice to seek answers to questions or problems. "Why do you think. . .?" "How could you. . .?", etc.

- Setting High Standards: Good mentors, as good teachers, have high expectations for their novices. *

7. Tell the participants that using the information discussed to this point, they will engage in a practice exercise to help determine appropriate supports and challenges for particular novice teachers.

8. Divide the participants into six groups.

9. Give each group one of the case studies from the "Supporting the Novice Teacher Case Studies" handouts.

10. Ask each group to read the case study and discuss what they feel the mentor could do to "Support and Challenge" the novice teacher in their particular situation.

11. Ask each group to be prepared to share a brief description of their case study and their suggestions for offering "Support and Challenge" to the novice teacher. Allow ten to fifteen minutes for discussion.

12. Ask the other groups to share any additional ideas they might add.

*** Source:**
Daloz, L. A. (1986). Effective teaching and mentoring: Realizing the transformational power of adult learning experiences. San Francisco: Jossey-Bass Inc.

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Three Functions of a Mentor

1) Support

2) Challenge

- **Set tasks**
- **Engage in discussions**
- **Take a different perspective**
- **Set high standards**

3) Provide Vision

- **Reflect, look ahead, transform**

Source:

Daloz, L. A. (1986). Effective teaching and mentoring: Realizing the transformational power of adult learning experiences. San Francisco: Jossey-Bass Inc.

CHALLENGE

- *Setting tasks*
- *Engaging in discussion*
- *Taking opposing views*
- *Constructing hypotheses*
- *Setting high standards*

Adapted from:
Daloz, L. A. (1986). Effective teaching and mentoring: Realizing the transformational power of adult learning experiences. San Francisco: Jossey-Bass Inc.

Supporting the Novice Teacher
Case Study Activity

Case 1

You have been assigned to serve as the mentor teacher for Alex, a first-year teacher who was hired several days before the opening of school. Alex has complained to you that the textbook is too advanced for the students and that the end-of-chapter activities in the text are not appropriate for the level of students in his class. On several occasions when you have dropped by to visit after school, Alex has been typing worksheets for students to work on the following day. When you complimented him on some of his new classroom posters, he responded with remarks about working all weekend and how expensive the supplies and materials were. You then realized that he did not know about the teacher supply room at school and had purchased all of the materials himself, some of which were available through the school. Lately, Alex has seemed less enthusiastic about teaching and more critical of his students.

As the mentor teacher, how would you support and challenge this novice teacher?

Support:

Challenge:

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Case 2

Betty is an experienced teacher who moved to your district from out of state. She came with excellent recommendations and appears to be a highly skilled and competent teacher. She seems unclear as to why she has been placed in a program with novice teachers, but has been very polite to you, her mentor teacher. From talking with her you have gathered that she moved here with her husband when his company transferred him and that her husband travels a great deal of the time. Her only child is a freshman in college in another state. She reports that things are going fairly well, although she is having to adjust to a new climate and a different student population. She also reports that many things such as attendance reporting, grade reporting, and discipline referrals are handled differently in this district than they were "back home."

As the mentor teacher, how would you support and challenge this novice teacher?

Support:

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Challenge:

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Case 3

From the minute you first met Fred, your novice teacher, you were impressed with his grasp of the subject matter. He is quite articulate about what he wants students to learn in his class and has some exciting ideas about how he might teach the content to students. Your first thought was how easy it was going to be being Fred's mentor teacher. However, things have not gone as well as you expected. On one occasion when you stopped by his classroom shortly before lunch, you saw Fred giving very confusing instructions to students. When the students did not understand his directions, he changed the assignment entirely. Later, he told you that he discovered he had not planned enough material for that day and was trying to make up new activities as he went along. He reported being very frustrated about not knowing how to pace his instruction. He said some activities take twice as long as he anticipated and other activities take a lot less time than he had allocated for them. He explained that it is important for him to "stay on schedule" because he has already given students the schedule for tests and has given them the criteria for how he will figure grades based upon a certain number of test grades, project grades, etc. He also reports that he suspects students are "playing games with him" to try to throw him off schedule. You are especially concerned because you have overheard students complain that "he is a stupid teacher" and “we never do anything important in his class.”

As the mentor teacher, how would you support and challenge this novice teacher?

Support:

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Challenge:

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Case 4

You arrive in Margarita's classroom for an observation a few minutes early. A short chat and a decision on where she wanted you to sit brought you close to the tardy bell. At the ringing of the bell only four students were present in the room, and none were in their seats. There was confusion as students continued to walk in and out, talking and milling around. The new teacher was writing on the board without appearing to notice the confusion. Two minutes after the bell she went to her desk and picked up the roll book. There were now about twenty students in the room but only three were in their seats. Margarita began asking students to sit down.

On two occasions students who had taken seats got up again, one to go to the pencil sharpener, the other to cross the room and speak to another student. Ten minutes into the period all the students were in their seats, but few were quiet or paying attention. Over the noise of conversation, Margarita announced what the lesson was and proceeded to work a sample problem on the board. Very few students were even facing the board, let alone paying attention to what was written on it. After five minutes of explaining sample problems, she passed out a ditto problem sheet without explanation and proceeded to help individuals at their desks. Fewer than ten percent of the class was on task at a single time, and they were always the students in the immediate proximity of the teacher. The class continued the remaining time in much the same pattern until the bell rang.

As the mentor teacher, how would you support and challenge this novice teacher?

Support:

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Challenge:

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Case 5

When you first walked into the room at the expected time, the room was screaming with noise. The new teacher, Sylvia, was at the board trying to teach beginning sounds, but you couldn't hear anything. All the commotion in the room made you think this was not a good day for an observation, so you left quickly and returned later to confer with the new teacher.

After some opening remarks about the nice bulletin board and the attentiveness of the student practicing writing his name at a table in the back, you ask Sylvia about the noise in the room. Right away she became defensive. She told you the more noise in the room, the better for her because she felt the children were expressing verbally what they had learned. You responded that in order for children to concentrate, the room needed to be a lot quieter, and that she needed to work on control. Sylvia started to cry and said that you didn't understand her because you didn't have experience at this grade level. You tried to be positive and said that you'd be happy to assist in any way. She sobbed even harder and said that it was no use because she had tried everything she knew and nothing was working.

As the mentor teacher, how would you support and challenge this novice teacher?

Support:

Challenge:

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Case 6

The new teacher, Crystal, was hired to teach in a special "recovery" program for high school dropouts. When you first visited her you were impressed by her commitment to work with this special student population, but you were also slightly concerned that her "save the world" attitude might be unrealistic and lead to later disillusionment. After about a month of school, you noticed over a weeklong period that several of the male students from Crystal's class were "hanging around" after school just visiting for thirty minutes or more each day. One afternoon you asked Crystal to go have a cup of coffee with you. In your discussion you mentioned to her that it might not be a good idea to be too chummy with the students, especially since some of them were not that much younger than she was and that they might misinterpret her friendliness. She reacted positively to your suggestion saying this was something she had been concerned about also. Over the next several weeks you noticed that the students continued to "hang around" after school but for a much shorter period of time. One afternoon in November after a lengthy school committee meeting, you telephoned in an order for a take-out pizza and stopped by the pizza parlor on your way home. When you went in to get the pizza you saw Crystal and a number of her students sitting at a table on which there was a pizza, a pitcher of cola and a pitcher of beer. You tried not to show how upset you were by what you saw and only exchanged brief greetings with Crystal as you quickly carried out your pizza order.

As the mentor teacher, how would you support and challenge this novice teacher?

Support:

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Challenge:

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Module III – Activity 6
How Does the Mentor Begin?

Time	Purpose	Setting	Materials
15 minutes	To propose tips for mentors in providing early assistance for novice teachers	Whole Group	**Handout:** “Tips from North Carolina Mentors for Getting To Know and Assisting Your Novice Teacher” Chart paper and markers Overhead projector

Procedure:

1. Explain to the participants that the first meeting between the mentor and novice teacher is very important. The mentor should plan for the meeting and take the necessary steps so the relationship will begin on a very positive note.

2. Ask participants to read the suggestions made by mentors in North Carolina in 1998 on the handout, “Tips from North Carolina Mentors for Getting To Know and Assisting Your Novice Teacher”. They should consider additional suggestions they might add.

3. Make a new list of their suggestions on chart paper.

4. Lead in a discussion of these new ideas.

Tips from North Carolina Mentors for Getting to Know and Assisting Your Novice Teacher

- Send a letter or make a phone call to your novice teacher before the beginning of school to welcome him/her to your school.
- Have lunch together and bring a "welcome basket" filled with goodies for the novice. Be sure to include items like candy, aspirins, tissues, etc.
- Share your professional and personal background. Give the novice the opportunity to do the same.
- Meet in "neutral locations" as opposed to the classroom.
- Ask your principal to host a covered dish luncheon or dinner for the mentors and their novices in your school. Invite community and business leaders to join you.
- Provide maps of the local area for the novice. Take on a guided tour of the school grounds and community. Show the novice where other schools within your system are located.
- Share cultural/community information and events.
- Make a "coupon book" filled with free or inexpensive offers from fellow teachers or local businesses (e.g. free coke, dry cleaning discount, "Good for one lunch duty", etc.)
- Assist your novice in locating housing opportunities and with relocation needs.
- Offer to help your novice prepare his/her room for the opening of school.
- Assist in obtaining supplies from the school and central office.
- Explain the procedures that are a part of "Open House" events.
- Schedule a time to discuss how the novice can prepare for and conduct parent conferences.
- Give the novice small amounts of information at a time. Do not attempt to tell the novice everything he/she needs to know at one sitting.
- Accompany the novice to opening school events. Sit with your new teacher and introduce him/her to teaching colleagues.
- Invite the local newspaper to do a feature article on each of the novice teachers.
- Give the novice teacher a copy of the yearbook so they can get to know the children's and faculty members' names.
- Talk through the first few days of school providing logistical and instructional guidance.
- Give the novice information about professional organizations.
- Join the novice after the students leave on the first day of school for a snack and discussion of how he/she feels the day went.
- Share teaching materials, files, or a bulletin board display with the novice.
- Establish a basic schedule of times to meet throughout the first month of school.
- Accompany the novice the first time that he/she has duties such as bus parking lot, cafeteria, etc. to be sure all is going well.
- Introduce the novice to a teacher who can serve as a "substitute mentor" when you are away from school.
- Leave notes of encouragement throughout the first week of school.
- Talk to the novice about the challenges that you faced as a new teacher, while assuring him/her that those challenges can be met successfully.
- Maintain a positive and supportive attitude toward the novice.

Module III – Activity 7
Bridges and Barriers to Being an Effective Mentor

Time	Purpose	Setting	Materials
20 minutes	To identify bridges that allow mentors to do their job effectively and barriers that might be hindering the mentoring process.	Individual Whole Group	**Transparency:** "Being an Effective Mentor" **Handout:** "Being an Effective Mentor" Overhead projector

Procedure:

1. Explain to the participants that being a mentor to a novice is a very complex task. Each day presents new opportunities and challenges. In addition to assisting the novice teacher, the mentor must continue to teach and allow his/her students to achieve to their greatest potential. In every situation there are bridges that assist the mentor in carrying out his/her responsibilities. At the same time there are barriers that hinder the successful completion of the mentoring task.

2. Display the transparency, "Being an Effective Mentor". Ask the participants to take a few minutes to reflect on their own situation with their novice teacher. Ask: " What are some of the bridges that have helped you as you worked together this year?" Ask participants to write these bridges in the appropriate column on the Bridges and Barriers handout.

3. Ask the participants to take a few minutes to think about some of the barriers that keep them from being the mentor they want to be. They should list these barriers in the appropriate column on the handout, "Being an Effective Mentor".

4. Lead in a discussion about bridges and barriers that have been identified. On the transparency, "Being an Effective Mentor," make a composite list of bridges and barriers that are mentioned several times.

5. Take the time to note the barriers and ask for suggestions to "bridge" those barriers. Lead in as much discussion as the time allows.

Being an Effective Mentor

Directions: List below in the appropriate column the bridges that assist you in being an effective mentor and the barriers that block your effectiveness.

Bridges	**Barriers**

Module III – Activity 7
A Dollar for Your Thoughts

Time	Purpose	Setting	Materials
20 minutes	To demonstrate the importance of sharing ideas in reflecting upon the concerns of novice teachers	Individual Whole Group	Copies of play money "Million Dollar Ideas" banner

Procedure:

1. Ask a participant to loan you a dollar. (You might want to find two willing participants in advance.)

2. Ask a second participant to loan you a second dollar.

3. Repay the first loan with the second dollar, and the second loan with the first dollar.

4. Pose the question: "Has anyone gained anything from this exchange?"

5. Make the point that in this exchange no one benefited. However, if person number 1 shared an idea with person 2 and person number 2 gave an idea to person number 1, not only would the two gain additional ideas, but we would all be richer with two new ideas just from being present here.

6. Point out that the reflection cycle presented earlier provides an opportunity for ideas to be exchanged as teachers help others improve in the teaching practice. Remind teachers that the transformation stage is a jumping off point for change, idea exchange, and improvement in the teaching practices.

7. Explain that during this activity, we will be thinking of experiences in our own lives or the lives of a novice teacher when a problem was encountered and ideas were generated to address the problem.

8. Tell them that each participant will be asked to reflect on the concerns of novice teachers that were discussed. They should then think of suggestions that could be given to assist a novice

teacher. (The facilitator may wish to take a moment to review concerns of novice teachers and place them on a transparency or flip chart.)

9. Distribute five play dollar bills to each participant and ask each of them to write one tip for the novice teacher on each bill. The concern being addressed should be written at the top of the bill and the tip written below it. For example, Stress Reduction might be written at the top and a tip to deal with stress written below that topic. As they finish writing, collect the dollar bills in a box or bowl.

10. Redistribute them when all ideas have been collected, giving each person five ideas from the box. Each participant should read the five ideas silently and select one to share with the entire group.

11. Place all the ideas on the wall under a banner that reads: Million Dollar Ideas. These suggestions should be posted for the remainder of the training.

Adapted from:

Newstrom, J. W. & E. E. Scannell (1980). Games trainers play: Experiential learning exercises. New York: McGraw-Hill, Inc.

Activity Grid
Module IV- Communication

Activity	Purpose	Time	Materials
Introduction of the Communication Module	To define communication and introduce participants to the four forms of communication	15 minutes	**Transparencies:** • "Definition of Communication" • "Communication Skills" • Chart paper and markers • Paper and pencils
Verbal Communication	To demonstrate the characteristics of good verbal communication	45 minutes	• Paper and pencils **Handouts:** • "Drawing One" • "Drawing Two" **Transparencies:** • "Questions to Consider" • "Verbal Language"
Non-Verbal Communication	To demonstrate the importance of non-verbal communication	30 minutes	**Transparencies:** • "Constant Communicators" • "What is the Message" • "Non-verbal Language" • "The Importance of Non-Verbal Language" **Handouts:** • "What is the Message" • Card sets for senders and receivers
Active Listening	To demonstrate the importance of active listening	1 hour, 15 minutes	**Handouts:** • "Just the Facts" • "Active Listening Worksheet" **Transparency:** • "Effective Listening Habits" **Trainers notes:** • "Active Listening" • Paper and pencil

Module IV – Activity 1
Introduction of the Communication Module

Time	Purpose	Setting	Materials
15 minutes	To define communication and introduce participants to the four forms of communication	Small Group Individual	**Transparencies:** "Communication" "Communication Skills" chart paper and markers papers and pencils Overhead projector

Procedures:

1. Remind participants that they are actively involved in communication everyday. During the first part of this activity they will define communication.

2. Divide the participants into small groups. Ask each group to discuss the process of communication. They should discuss what is involved in communication and how communication occurs. After they have discussed in their groups, ask them to write a definition of **communication** on chart paper. Distribute chart paper and markers.

3. Place the definitions on the wall for sharing or the groups may simply explain their definition of communication to the whole group.

4. Place the transparency, "Communication" on the overhead. Ask participants to compare their definition with the following definition of communication: **"Communication is a two-way process in which a sender transmits a message and a receiver gives feedback that the message was or was not received. If the sender does not get feedback, the sender should solicit feedback from the receiver."**

4. Explain to the participants that research identifies four components of communication: listening, speaking, reading and writing. Research also shows that we spend more time in one of the four areas than in the other three. Ask participants to quietly consider which component they believe is most used in our society.

5. Ask participants to make a pie chart showing the percent of time they think people generally spend using each of the four components of communication.

6. Display the transparency: “Communication Skills.” Summarize the activity by displaying the transparency from Future Force showing the breakdown of the four components. The percentages are Writing – 9%, Reading –16%, Speaking – 35% and Listening 40%.

7. Note that the largest percentage of time is spent in listening, but most people have had very little training in listening. Actually research shows that the average person receives only 0 – 6 months of formal training in listening as compared to 8 – 12 years of training in writing. Other comparisons are reading (6 – 8 years); speaking (1-2 years).

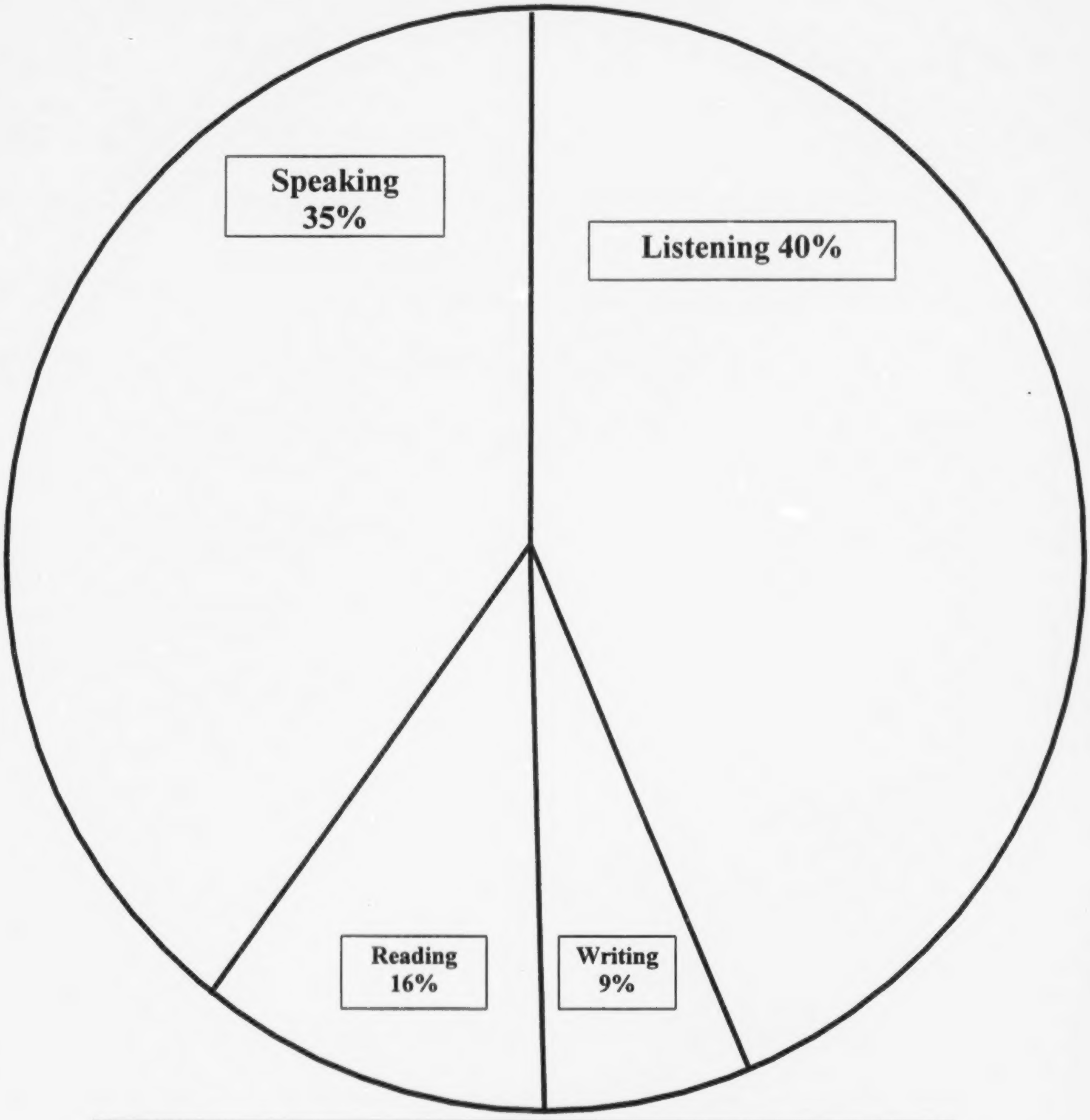
Source:

McClanahan, E. & Wicks, C. (1993). Future force: Kids that want to, can, and do! Glendale, CA: Griffin Publishing Co.

Communication

Communication is a two-way process in which a sender transmits a message and a receiver gives feedback that the message was or was not received. If the sender does not get feedback, the sender should solicit feedback from the receiver.

Communication Skills



Source:
McClanahan, E., & Wicks, C. (1993). Future force: Kids that want to, can, and do!
Glendale, CA: Griffin Publishing.

Verbal Communication

Time	Purpose	Setting	Materials
45 minutes	To demonstrate the characteristics of good verbal communication	Pairs	White paper (8 ½ X 11) Pencils **Handouts:** "Drawing 1" "Drawing 2" **Transparencies:** "Questions to Consider" " Verbal Language"

Procedure:

1. Explain that verbal communication may take the form of one-way communication or two-way communication.

2. Explain that in one-way communication, the speaker sends a message and the listener receives it, although it may not be clearly received for a variety of reasons. The reasons vary from the listener not having an opportunity to clarify the message to the speaker giving a direct order and not desiring feedback.

3. Explain that in two-way communication, the speaker sends a message and the listener clarifies and understands the message by asking questions and getting more information. We use both types of communication at times.

4. Ask participants to find a partner. Ask one to be the message sender and the other to be the message receiver.

5. Inform the pairs that they are going to be simulating a **one-way** communication experience. Give copies of the two handouts, "Drawing 1" and "Drawing 2," to the senders. Ask them not to show the handouts to the receivers at any time during the simulation. Give the receivers two piece of blank sheets of paper.

6. Inform the senders that they should verbally describe the first drawing to the receiver (no body language). The receivers are to draw according to the senders' directions. Neither the senders, nor receivers may look at each other's drawings during the exercise. Only the sender may verbally communicate. The receiver may not cannot ask questions, make acknowledgements, show his/her

drawing to the sender, or use any form of body language to communicate.

7. Once the first drawing is complete, the sender will give directions for the second drawing. This time, however, the pairs will be simulating a **two-way** communication experience. The receivers may ask questions to clarify understanding. The senders may answer the questions orally, but without giving nonverbal clues. Again, neither the senders, nor receivers may look at each other's drawings during the exercise.

8. After the second drawing is completed, the sender should show the receiver both drawings.

9. Debrief the activity with the whole group by displaying the transparency "Questions to Consider" and conducting a group discussion based on the questions: Which drawing was more accurately depicted? Why? Which type of communication takes longer to present? Which is more accurate? Which is more frustrating for the receiver? The sender? How important is feedback?

10. Use the transparency,"Verbal Language" to review the fundamentals of verbal language. Briefly discuss each characteristic and determine which was important in successfully completing the previous activity. The notes below will assist you with the discussion:

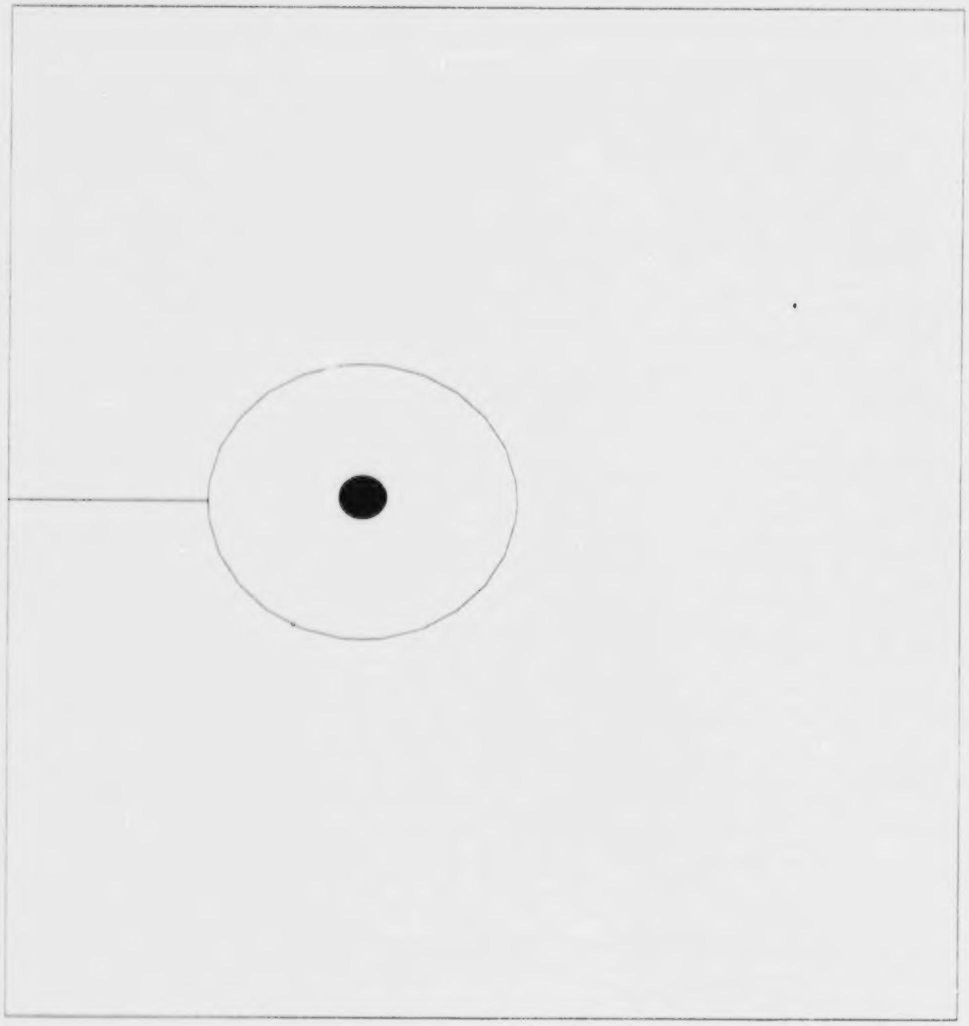
Verbal Language should be:

- **Specific -** focused on a particular action, etc.
- **Easily understood -** clear, concise terminology
- **Focused on behaviors -** what the person actually said or did
- **Accurate observations -** includes only what was actually witnessed, what actually took place
- **Non-judgmental -** objective; free of biases and assumptions

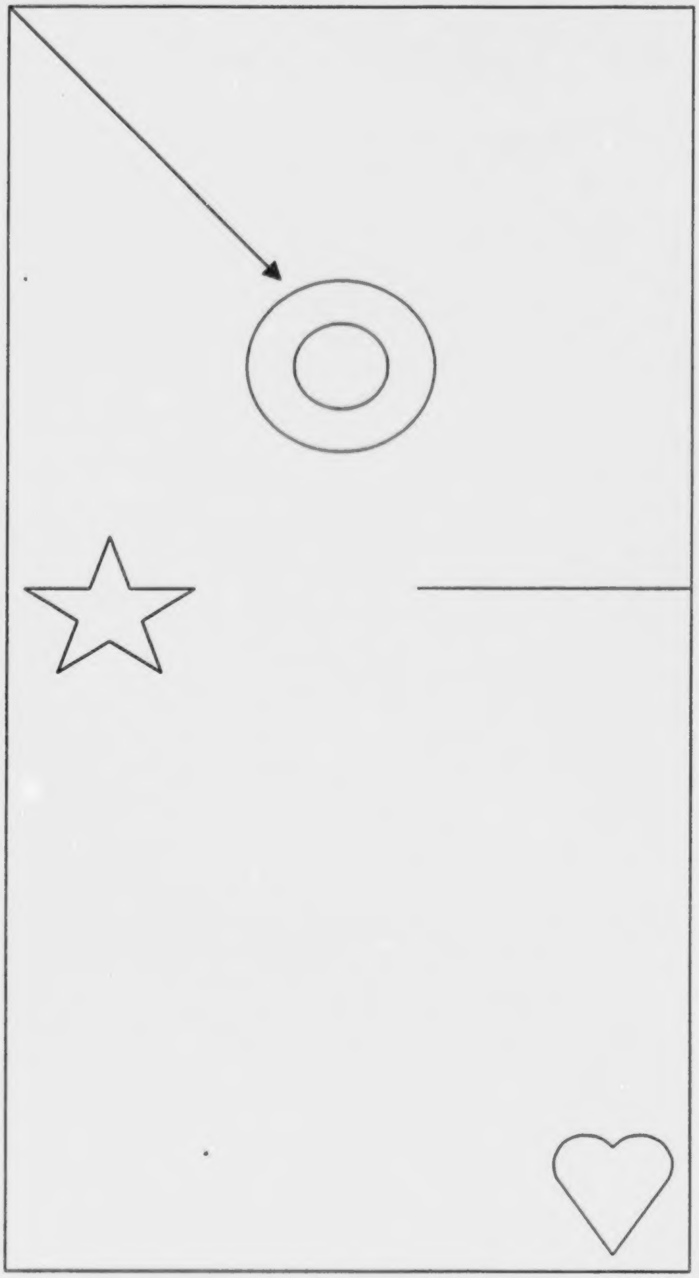
Source:

Burley-Allen, M. (1982). Listening: The forgotten skill. New York: John Wiley & Sons, Inc.

Drawing One



Drawing Two



Questions to Consider

1. Which drawing were more accurately depicted? Why?

2. Which type of communication takes longer to conduct?

3. Which is more accurate?

4. Which is more frustrating for the receiver? the sender?

5. How important is feedback?

Verbal Language

Verbal language should be:

- specific
- easily understood
- non-judgmental
- focused on behaviors
- accurate observations

Source:
Burley-Allen, M. (1982). Listening: The forgotten skill. New York: John Wiley & Sons, Inc.

Module IV – Activity 3
Non-Verbal Communication

Time	Purpose	Setting	Materials
30 minutes	To demonstrate the importance of non-verbal communication	Whole Group Pairs	**Transparencies:** "Constant Communicator" "The Importance of Non-Verbals" "Non-verbal Language" "What's the message?" **Handout:** "What's the message?" Card sets (receiver and sender)

Procedure:

1. Display the transparency, "Constant Communicator" and ask participants to respond to the statement. **"We are constant communicators who thunder even when silent...and what we do speaks so loudly that others cannot hear what we say to the contrary."**

2. Show the transparency, "The Importance of Non-Verbals" to demonstrate how powerful non-verbal communication really is. Ask for comments to the transparency.

3. Divide the participants into pairs. Give each pair the handout, "What's the Message?"

4. Ask them to discuss each cartoon and determine what non-verbal message the character is displaying.

5. Lead in a brief discussion of each picture and allow the groups to share comments about the messages being sent.

6. Keep the participants in the same pairs for the next activity. Each person will assume one of the following roles: sender or receiver.

7. Distribute the sender and receiver cards giving each person a card. The sender cards will instruct the participant to think of a story that they could share with the receiver for about five minutes. The receiver cards will explain what type of non-verbal feedback the receiver should demonstrate while

listening to the story. For example, one receiver might need to convey total disinterest in the story being told.

8. Allow each pair to share their observations and feelings. The receivers will share the instructions they were given on the "Receiver Card" with the group.

9. Close with a general discussion of the importance of non-verbal feedback. Using the transparency: "Non-Verbal Language to remind the group of the components of non-verbal language.

Non-Verbal Language includes:

- **Body Movement -** facial expressions, gestures, body positions, even clothing, etc.
- **Personal Space -** how close or far away we are from the receiver
- **Setting -** the physical environment, the types of distractions that might be present
- **Time -** arriving late for a scheduled meeting sends a negative message, etc.

10. Remind participants that we *cannot* not *communicate.* Everything we do is a form of communication, verbal and non-verbal. The way we talk, our facial expressions, others interpret even our silence.

Source:

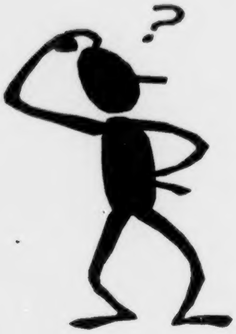
Burley-Allen, M. (1982). Listening: The forgotten skill. New York: John Wiley & Sons, Inc.

We are constant communicators who thunder even when silent…and what we do speaks so loudly that others cannot hear what we say to the contrary.

Adapted from:
Gallelli, Gene. (1997). Communication Module. Dare County School System.

What's the Message?

Directions: Under each cartoon, write the feeling or message the character is displaying. Then write an idea for how the character could improve this listening/communication style.



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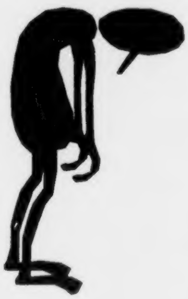

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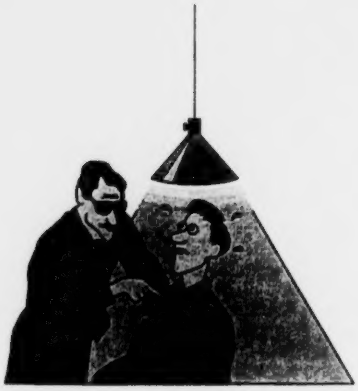

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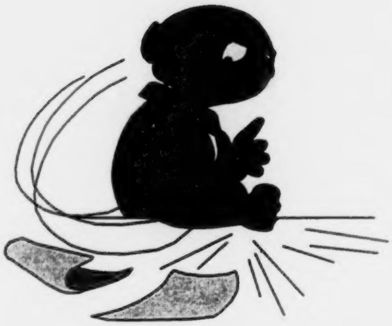

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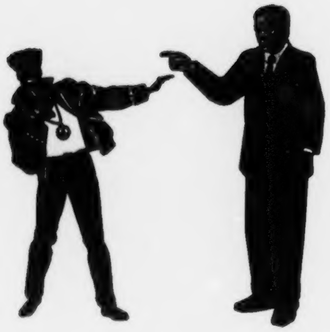
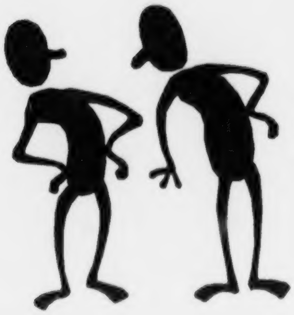
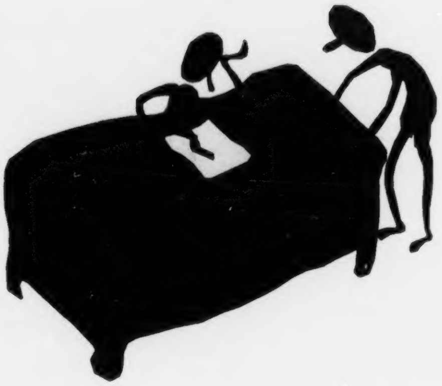
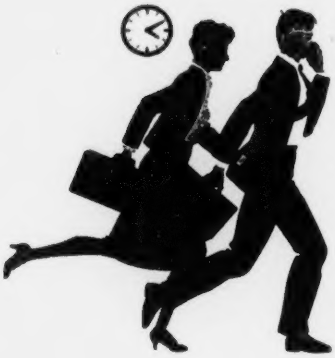








The Importance of Non-Verbals

There are three major categories that influence those involved in the communication process. The following percentages show the relative impact each category has on the listener:

WORDS (verbal)	7%
VOCAL (tone)	38%
FACIAL EXPRESSIONS, POSTURE AND GESTURES	55%

Non-Verbals are significant in the listening process!

Source:
Burley-Allen, M. (1982). Listening: The forgotten skill. New York: John Wiley & Sons, Inc.

Non-verbal Language

Non-verbal language includes:

- Body Movements
- Personal Space
- Setting
- Time

Source:
Burley-Allen, M. (1982). Listening: The forgotten skill. New York: John Wiley & Sons, Inc.

Sender Think of a classroom experience to share with the other participants in your group. The story should be approximately five minutes in length.	Sender Think of a classroom experience to share with the other participants in your group. The story should be approximately five minutes in length.	Sender Think of a classroom experience to share with the other participants in your group. The story should be approximately five minutes in length.
Sender Think of a classroom experience to share with the other participants in your group. The story should be approximately five minutes in length.	Sender Think of a classroom experience to share with the other participants in your group. The story should be approximately five minutes in length.	Sender Think of a classroom experience to share with the other participants in your group. The story should be approximately five minutes in length.
Sender Think of a classroom experience to share with the other participants in your group. The story should be approximately five minutes in length.	Sender Think of a classroom experience to share with the other participants in your group. The story should be approximately five minutes in length.	Sender Think of a classroom experience to share with the other participants in your group. The story should be approximately five minutes in length.

Receiver While listening to the story you should demonstrate a person being distracted because of so many other things that need to be done. You have a very important appointment across town in ten minutes. However, you do want to be polite.	Receiver You should demonstrate a person who is very receptive to the story being told. Try to make the sender feel important and that you a very interested in what is being said.	Receiver Role-play that you feel that you really wish to be communicating with someone else in the room. You are trapped and trying to find a way to exit gracefully. Your eyes constantly scan the room for a means of escaping this person.
Receiver Role-play a person who is skeptical. Your really doubt the truth of the story that you are hearing.	Receiver You are very angry about something that has just happened to you. You just can't seem to get over your feelings. In this case your mind is on the previous event and not on what is being said.	Receiver Role-play a situation where the sender has just entered your room and started talking. You are in the middle of a report and do not wish to stop. You will try to continue writing while the sender talks.
Receiver You are really interested in everything that the sender is saying. This is the greatest story that you have ever heard. You do everything possible to encourage the sender to continue with the story.	Receiver It has been a very long day. All you really want to do is go home and rest. However, the sender insists on telling you this story that you **do not** want to hear.	Receiver You are totally confused by the story being told to you. You do not have a clue as to what the story means or why the sender is telling you this story. For all you know it could be a foreign language.

Module IV – Activity 4
Active Listening

Time	Purpose	Setting	Materials
1 hour 30 minutes	To practice active listening techniques	Whole Group Small Groups Triads	**Handouts:** "Just the Facts" "Active Listening Worksheet" Pencils and paper Chart paper and markers **Transparency:** "Effective Listening Habits" **Trainers notes:** "Active Listening"

Procedure:

1. Explain to the participants that they are now going to look at active listening as a major component of communication.
2. Select five participants (fewer may be used if time is short) and send them out of the room. Distribute the handout, "Just the Facts" and read it aloud to the audience.
3. Read the story again as the first participant is called into the room and tell him/her to repeat the same story to the next person brought into the room. Note: No questions are allowed during this part of the activity.
4. Have the second person then tells the third and so on.
5. Have the final person tell the story to the audience. The audience should make note of the differences that have occurred in the story.
6. Make list on a flip chart of the ways the story has changed from the original version to the last.
7. Explain to the participants that this activity was set up so they could not be successful. Ask: "What were some of the barriers to your listening during this activity?"

8. Distribute copies of the handout, "Active Listening Worksheet." Ask the table groups to discuss barriers that make communication difficult in the mentor/mentee relationship. As they discuss, the barriers should be listed in the appropriate column on the worksheet. When the groups have finished, briefly discuss some of these barriers. During the discussion participants may add to their list.

9. Divide the group into teams of six. Ask each group to discuss active listening and decide on a good definition. Each person should write his or her definition on the worksheet. After deciding on a definition, each group should list on their sheet skills that assist with active listening.

10. Lead in a discussion of what is active listening and what are the skills involved in active listening.

11. Divide the group into triads for the next activity. There will be three roles played by each person during this activity: storyteller, recorder, and listener.

12. Explain that the storyteller will tell the story of something that has occurred in his/her classroom. The listener will practice the skills identified as being part of active listening. The observer will record the skills they see the storyteller using.

13. Have the storyteller talk four minutes, timed by the observer, then the observer uses one minute to provide feedback on the skills the listener used.

14. Switch roles and repeat the activity. This will continue until each person plays all three roles.

15. Stress that each triad should practice at least one of the active listening skills during their four minutes as a listener. However, each triad should try to use all the skills at some point during the activity.

16. Lead in a discussion of the following:
    - Which skills were the easiest for you to use?
    - Which skills will require additional practice?
    - How is the activity useful for mentors?

17. Debrief by reminding participants that understanding the poor listening habits we engage in is a good start, but it is important to replace them with good habits or we may slip back into our old ways. Refer to the transparency, "Effective Listening Habits" and review those skills we all need to utilize to become more effective listeners. Lead in a discussion of the following:

In order to become an active listener, one must:

- **Focus attention.** Block out competing messages, clear away distractions, use eye-contact and mentally review facts.
- **Clarify for understanding.** Periodically ask questions to help understand meaning. This helps pace the speaker and helps the speaker make his/her ideas clear.
- **Verify for understanding.** Periodically paraphrase the message or repeat key parts in your own words to make sure you are receiving intended message.
- **Summarize.** The listener and speaker share responsibility for mutual understanding. Both should work together to summarize key points.

18. Remind participants of the importance of communication when working with mentors. When working with novice teachers, we should strive to diminish the obstacles as much as possible. Answer any questions.

Source:

McClanahan, E. & Wicks, C. (1993). Future force: Kids that want to, can, and do! Glendale, CA: Griffin Publishing Co.

Module IV – Activity 4
Trainer's Notes
Active Listening

Active Listening is a form of communication between two people or among three or more people during which the listener helps the speaker to communicate feelings and content accurately and empathetically. Specifically, ACTIVE LISTENING involves using or avoiding the following actions:

Actions to Use	Actions to Avoid
Paraphrasing feelings accurately	Sitting and staring blankly
Paraphrasing content accurately	Using roadblocks
Using door openers	Making an irrelevant comment based upon one thought in the conversation (the Happy Hooker)
Using acknowledgment responses	Making comments unrelated to the topic of conversation (Ships Passing in the Night
Using nonverbals to turn-on	Using nonverbal turn-offs

The objective in listening actively is to encourage the communicator to feel free to communicate genuine feelings and to report accurate content. Therefore, the active listener closely attends to the speaker's verbal and nonverbal messages so that communication is enhanced. Otherwise, the listener could easily stray into irrelevant conversation that further frustrates the speaker. The active listener is interested in helping the speaker to solve a problem, to relay a message, to share feelings, and to communicate whatever the speaker feels or says is most important at that moment to the speaker. To do this, the active listener must suspend his/her own feelings or content, no matter how urgent the listener's need may be. If the listener cannot suspend his or her needs during active listening, then the conversation becomes a babble of voices and emotions without either party actively listening to the other. Communication can occur under such circumstances, but it would be fair to conclude that babbling communication would not accurately or empathetically convey the intended messages of either communicator. But, active listening, on the other hand, could result in accurate, empathetic communication that could enable the speaker to solve a problem or to understand a problem and some possible solutions better. Active listening means the listener not only listens with his or her ears, but also listens with all five senses in a systematic, structured way.

The system or theory for active listening is based upon the ten actions performed or avoided by the listener. Of primary importance is paraphrasing feelings accurately. The listener first "hears" what the speaker is saying emotionally. That requires empathy, meaning a symbiotic relationship between listener and speaker. Then the listener rewords those feelings to check for understanding and accuracy. The listener does the same with content, which is the second most important form of active listening. Both forms of paraphrasing allow the speaker to "hear" what he/she is saying while permitting the listener to check for understanding and accuracy. The expectation is that the speaker will begin to understand his/her problems better as active listening progresses. The listener indirectly aids the speaker in problem solving by serving as a gauge for human understanding and development. Active listening is further enhanced by door openers that prod the speaker to tell more. Thus, the speaker is encouraged to release feelings, content, and frustrations when assured that the listener cares to hear more. The active listener further encourages this process by acknowledging in a positive manner, through body language and verbal comments, that the listener approves of the speaker and the process of communication, though not necessarily of what the speaker is saying or proposing.

At this point, this theory of listening outlines the negative forms of communication to be avoided in active listening. To sit and stare blankly with a neutral or noncommittal expression would not encourage communication. Active listening views this as neither negative nor positive by assigning zero value to this approach. The speaker's response to a blank stare would depend upon the speaker's ego strength. Active listening seeks to improve ego strength. Roadblocks are (a) directing, (b) threatening, (c) preaching, (d) lecturing, (e) providing answers, (f) disapproving, (g) praising, (h) sympathizing, (i) psychoanalyzing, (j) questioning, and (k) joking. You must do this...You had better do this...You should do this... Experience or experts tell us that your problem is a common one...This is what I would do...You are behaving inappropriately... You handle all your problems so well that I am sure you'll solve this one too...I'm so sorry to hear of your problem, but I wouldn't worry too much about it... You sound as if you are having a mid-life crisis... Why would he treat you like that after all you've done for him?...Well, if you can't crack this case, crack some heads! It should be easy to see how these roadblocks hinder active listening and stymie effective communication.

Three other forms of negative communication should be avoided in active listening. The Happy Hooker is a common form of narcissism. The listener catches one idea or word and relates it to the listener's interests or experiences. Thereby, the conversation becomes the listener's not the speaker's. We observe or participate in such communication during social gatherings. For example, one person dominates all topics of discussion by using the Happy Hooker to relate even the most technical subject to his or her personal experiences or interests. Ships passing in the night do not see each other. Thus, conversation in which speakers or a listener and a speaker fail to converse about the same point is like those ships passing in the night. The ships are the listener and the speaker. The night is the confusion of babbling communication. Understandably, active listening avoids missed communication by stressing the role of one party as the vigilant observer whose active role is to see even the darkest form of communication. In active listening, our words and nonverbal expressions must be congruent. Our words must agree with our body language. Otherwise, we will nullify the active listening and discourage the messenger. Even boredom should be avoided in active listening. Any expression or movement that would discourage effective communication should be avoided in active listening.

Active listening can be used in various settings. Parents can actively listen to children. Teachers can actively listen to students. And those teachers who have supervisory or mentoring responsibilities can actively listen to other teachers. Active listening is a form of communication that respects the speaker and the intended message. To listen actively requires self-discipline and interest in the speaker. Effective communicators will listen actively.

Resources:

"Barriers and Gateways to Communication," Rogers (Strategy Guide S.G.) XIII. Dr. Lois Thies-Sprinthall, NCSU.

Effective Teaching Training - Function 7. Public Schools of North Carolina

Gordon, T. Teaching Effectiveness Training 3rd ed. New York: Longman, 1974. Chapters 2 and 4.

Kerman, S., et al. "Teacher Expectations and Student Achievement (T.E.S.A.)." Bloomington, IN: Phi Delta Kappa.

Thies-Sprinthall, L. (Curriculum and Instruction, NCSU, Raleigh.)

Presented by Vinetta Bell, Emily Poteet, Jan Riggsbee, Jerri Spence, and Dwight Watson as a student report in Ed 530 (Gerler), Summer 1988, NCSU, Raleigh, NC.

Just the Facts

It is 7:56 a.m. on a Wednesday morning. You are in the sixth grade hallway on bus duty desperately trying to grade that final science test paper that you gave yesterday and promised to have back today. Suddenly you hear a loud scream and a crashing sound that causes you to fling your papers into the air. As you bend over to retrieve the papers, you see two pairs of sneakers flash by your face. As you rise up you catch a glimpse of two students running down the hall. One of them has black hair and is wearing what appears to be a blue windbreaker. The other has blond hair and is wearing a tan sweater and blue trousers. They leave the school by the rear exit near Mrs. Sutherland's room.

As you start down the hall in the direction of the scream, you see the custodian running up the hall out of breath. He tells you that he heard a scream near the cafeteria. Mrs. Bloomenthall, the community schools coordinator, limps toward you with glasses askew, gray hair pulled from her bun and a trickle of blood on her cheek. Before you can ask her what happened, the principal, who has been on the phone with an irate parent, comes to the office door and tells her to come inside. As she disappears inside the office the bell rings and your students begin to move to your room.

Active Listening Worksheet

<table>
<tr><td colspan="2">Write a definition of active listening below:</td></tr>
<tr><td>What are the skills used in active listening?</td><td>What are the barriers to active listening between a mentor and novice teacher?</td></tr>
</table>

Effective Listening Habits

1. Focus attention.
2. Clarify for understanding.
3. Verify for understanding.
4. Summarize.

Source:
McClanahan, E. & Wicks, C. (1993). Future Force Kids That Want To, Can, and Do! Glendale, California: Griffin Publishing.

Activity Grid
Module V – The Reflection Cycle

Activity	Purpose	Time	Materials
The Reflection Cycle	To learn about reflection and become familiar with the cycle of reflection	1 hour	**Transparencies:** • "Reflection" • "The Reflection Cycle" **Handouts:** • "The Reflection Cycle" • "The Story of Allen" • "The Story of Allen – Answer Key" • "Reflection Checklist" • "Math Their Way?"
Tools to Aid Reflection	To introduce tools that can be used to better understand and guide the reflection process	20 minutes	**Handouts:** • "The Reflection Process" • "Daily Reflection Log I" • "Daily Reflection Log II" • "Weekly Reflection Log"

Module V – Activity 1
The Reflection Cycle

Time	Purpose	Setting	Materials
60 minutes	To learn about reflection and become familiar with the cycle of reflection	Pairs	**Transparencies:** "Reflection" "The Reflection Cycle" **Handouts:** "The Reflection Cycle" "The Story of Allen" "The Story of Allen – Answer Key" "Reflection Checklist" "Math Their Way?" Overhead projector

Procedure:

1. Explain that in some cultures thinking, meditation, or reflection is valued. In Japan if you walk by a door and see someone in thought, you would never think of interrupting his or her thought process. In the United States, we would probably say "Oh, you're not busy, so could I come in?" We live in a fast-paced, fast food type of society. Little time is taken to reflect on life or any other topic. However, when we take time to reflect, we can gain tremendous insights about our personal and professional well being.

2. Show the transparency, " Reflection": **Reflection is what allows us to learn from our experiences; it is an assessment of where we have been and where we want to go next.**

3. Show the "The Reflection Cycle" transparency and distribute the handout.

4. Walk the participants through each of the five stages of the Reflection Cycle. The first two steps answer the question: What did you do?

- **Select** – Choose a meaningful topic on which you will reflect. Think about what you need to know to reflect on that topic.

- **Describe** -Describe the topic on which you are reflecting. The four "Ws" (Who?, What?, When?, Where?) are usually addressed:
  - A. Who is involved?
  - B. What were the circumstances, concerns or issues?
  - C. When did the event occur?
  - D. Where did the event occur?

The next two steps answer the question: So what did you learn?

- **Analyze** - This step involves the process of digging deeper by analyzing. The "why" and "how" of the topic are addressed.

- **Appraise** - This step involves the actual self-assessment of the topic as it is interpreted and evaluated for impact and appropriateness. Consider things such as interpreting events in relation to your life, determining the impact on your life, studying the effectiveness of the topic, or considering the relationship of the topic to your goals, values, and philosophy.

The final step answers the question: Now, what will you do?

- **Transform** – The final stage considers the "From now on…" part of this process. What changes will occur? How will you utilize the information and data? How will you apply this to develop new goals and strategies based on the data?

5. Ask the participants to listen for the steps of the Reflection Cycle as the facilitator reflects. The facilitator should select a meaningful object or event in his/her life and illustrate each stage of the reflection cycle. For example, the reflection might center on a piece of jewelry, a lucky coin, or any other object of sentimental value.

6. Guide participants in selecting an object on which to reflect or they may reflect on a previous experience. The object may be something they are wearing or have in their pocket. Participants should then pair up and take turns going through the reflection process with their own object or experience. They should use the "Reflection Cycle" handout and the "Reflection Checklist" to guide their reflection through each step of the cycle.

7. Lead in a discussion of the process just completed. Explain that the mentor to assist the novice teacher in continuous improvement should use this same process.

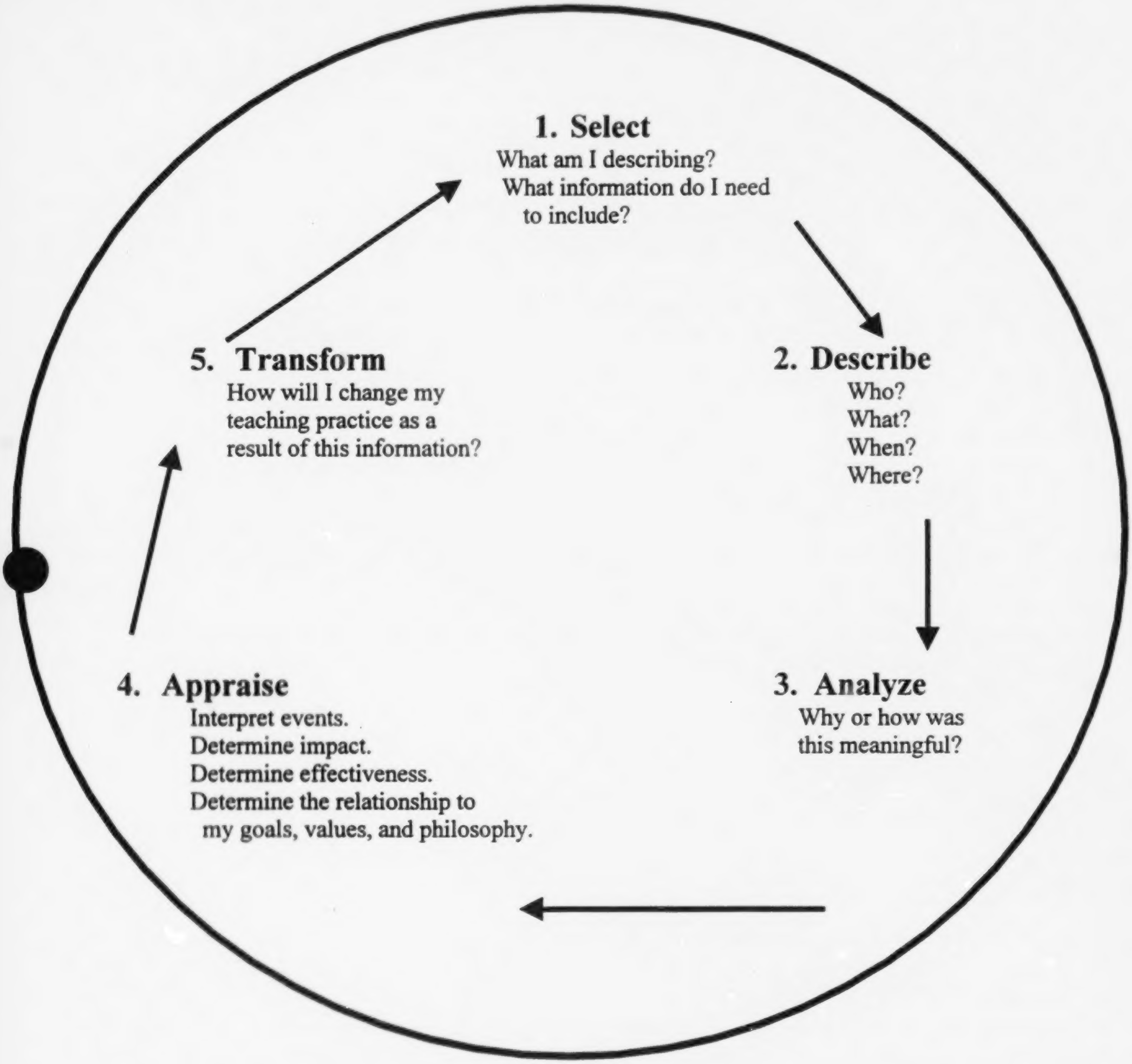
8. Distribute "The Allen Story" handout. Ask the participants to read this classroom reflection silently writing down the steps of the Reflection Cycle as they occur. The small groups should then discuss where they feel the Reflection Cycle transitions took place in the scenario. Follow with a whole group discussion:

- How did you know when a reflection step transition took place?
- Were any steps repeated?
- What is the most critical part of the reflection?

9. Divide participants into pairs. One person should role-play the mentor and one the novice. Together they read the case study, “Math Their Way?” and walk through the reflection cycle as they discuss what happened in the case scenario. The “ Reflection Checklist” handout can again be used as a guide.

10. Ask participants to comment on how this process can be beneficial to the novice teacher.

The Reflection Cycle



1. Select
What am I describing?
What information do I need to include?

2. Describe
Who?
What?
When?
Where?

3. Analyze
Why or how was this meaningful?

4. Appraise
Interpret events.
Determine impact.
Determine effectiveness.
Determine the relationship to my goals, values, and philosophy.

5. Transform
How will I change my teaching practice as a result of this information?

Adapted from:
Administrator Appraisal Systems Institute

Reflection Checklist

Directions: Listen to the person reflect and mark the appropriate column to indicate the stage of reflection. Following the reflection, review the markings and ask any probing questions that were not addressed.

1. **Select** • What is being described? • What information is needed?				
2. **Describe** • Who? • What? • When? • Where?				
3. **Analyze** • Why? • How?				
4. **Appraise** • Interpret events. • Determine impact. • Determine effectiveness. • Determine the relationship to goals, values, philosophy.				
5. **Transform** • How has this changed you? • What will you do now?				

Adapted from:
Administrator Appraisal Systems Institute

A TEACHER'S CLASSROOM REFLECTION
THE STORY OF ALLEN

The students in my 8th grade social studies block are studying the three geographical regions of the state. The class activity on Monday, March 23 called for the students to work in their cooperative groups on a presentation of various features of the three regions of N.C. (The cooperative group instruction method is one I have employed on previous occasions, and the students are familiar with it.) This was a one-hour lesson calling for the students to produce an informational presentation on the physical regions. Detailed instructions were given concerning presentation options that included maps, fact charts, vocabulary charts, skits, and drawings. My objective was to give my students the opportunity to learn the basic geographical regional facts, while affording them a flexible setting that took into account learning styles and multiple intelligences. I gave all instructions before the class divided into assigned groups and made sure that all materials were ready.

For the most part, the lesson went very well. As I had hoped, the groups were given sufficient creative license that enabled them to plan varied and interesting presentations. An understanding of the geography of the state is absolutely essential to their later comprehension of historical events and trends in N.C. A quiz I gave two days later bore out my assessment of the effectiveness of the lesson, in that 85% of the class achieved a grade of 80 or above.

There was a significant problem that I encountered in this lesson, however. Allen, a student prone to misbehavior and difficulty in following instructions, would not stay in his assigned group. He wandered, threw colored pencils, and was a source of general distraction. Try as I might, I could not convince Allen to cooperate. When the other students began to complain, I very publicly criticized Allen and sent him to the Time-Out Room. This was a mistake. I am well aware of Allen's hyperactivity. The flexible group concept does not work well for him. In retrospect, I know that I should have developed an alternative assignment for Allen. He can draw and do fact charts if he is given very specific instructions and a quiet place in which to work. My next cooperative group activity will focus on Native Americans who first lived in North Carolina. I plan to develop an "independent study" for Allen and place him in a quiet area next to my desk where he can work and still feel a part of the class. I will explain to him that I know that the group work is something that he does not enjoy. We will therefore work out an independent study for him based on his talents and what he enjoys.

A TEACHER'S CLASSROOM REFLECTION
THE STORY OF ALLEN
(Answer Key)

The students in my 8th grade social studies block are studying the three geographical regions of the state. **{SELECT}** The class activity on Monday, March 23 called for the students to work in their cooperative groups on a presentation of various features of the three regions of N.C. (The cooperative group instruction method is one I have employed on previous occasions, and the students are familiar with it.) This was a one-hour lesson calling for the students to produce an informational presentation on the physical regions. Detailed instructions were given concerning presentation options that included maps, fact charts, vocabulary charts, skits, and drawings. **{DESCRIBE}** My objective was to give my students the opportunity to learn the basic geographical regional facts, while affording them a flexible setting that took into account learning styles and multiple intelligences. I gave all instructions before the class divided into assigned groups and made sure that all materials were ready. **{ANALYZE}**

For the most part, the lesson went very well. As I had hoped, the groups were given sufficient creative license that enabled them to plan varied and interesting presentations. An understanding of the geography of the state is absolutely essential to their later comprehension of historical events and trends in North Carolina. **{ANALYZE}** A quiz I gave two days later bore out my assessment of the effectiveness of the lesson, in that 85% of the class achieved a grade of 80 or above. **{APPRAISE}**

There was a significant problem that I encountered in this lesson, however. Allen, a student prone to misbehavior and difficulty in following instructions, would not stay in his assigned group. He wandered, threw colored pencils, and was a source of general distraction. Try as I might, I could not convince Allen to cooperate. When the other students began to complain, I very publicly criticized Allen and sent him to the Time-Out Room. This was a mistake. I am well aware of Allen's hyperactivity. The flexible group concept does not work well for him. **{APPRAISE} (NOTE HERE THAT IN EFFECT, THE DESCRIPTION OF ALLEN IS ALSO A RETURN TO *SELECT* AND *DESCRIBE* IN THE LARGER CONTEXT OF APPRAISING THE EFFECTIVENESS OF THE LESSON.)** In retrospect, I know that I should have developed an alternative assignment for Allen. He can draw and do fact charts if he is given very specific instructions and a quiet place in which to work. My next cooperative group activity will focus on Native Americans who first lived in N.C. I plan to develop an "independent study" for Allen and place him in a quiet area next to my desk where he can work and still feel a part of the class. I will explain to him that I know that the group work is something that he does not enjoy. We will therefore work out an independent study for him based on his talents and what he enjoys. **{TRANSFORM}**

Math Their Way?

Fifth grade teacher Mike is trying to explain the concept of long division to his students. He demonstrates several examples of long division on the board. As he shows the students how to complete the problems successfully, he calls on two students to assist him at the board. After spending ten minutes teaching the concept, he divides the students into five cooperative learning groups, with five students per group. However, Mike has not explained how the groups should function, nor did he establish proper procedures for conducting the groups. The students have never worked in cooperative learning groups before. The math time becomes one in which the students begin to improvise and become off task. Some students begin side conversations about an upcoming birthday party. Mike monitors moving from group to group, but he does not correct the off task behavior and guide the students back to the work at hand. After thirty minutes of group work, Mike calls the students to attention and directs them to get ready for a science lesson. There is no review or closure to the lesson. The mentor has observed the entire lesson.

Module V – Activity 2
Tools to Aid Reflection

Time	Purpose	Setting	Materials
20 minutes	To introduce tools that can be used to better understand and guide the reflection process	Whole Group	**Handouts:** "The Reflection Process" "Daily Reflection Log I" "Daily Reflection Log II" "Weekly Reflection Log"

Procedure:

1. Emphasize to the participants the integral role that reflection plays in the novice teacher's ability to move toward greater professional maturity.

2. Distribute the handouts, "The Reflection Process", "Daily Reflection Log I", "Daily Reflection Log II", and "Weekly Reflection Log".

3. Review each of these handouts with the whole group, engaging participants in a discussion of the merits of the information provided. Encourage the participants to offer further suggestions that will facilitate the reflection process for novice teachers.

The Reflection Process

Becoming a reflective practitioner requires time, practice and an environment supportive to the development and organization of the reflection process. This is a highly individualized process and the teacher should find the structure and method of reflection that best suits him or her.

When?

- Immediately after the lesson/experience
- At the end of the school day
- During my planning period
- First thing in the morning
- Wednesday, during my lunch period
- Tuesday, while my students are in …

Where?

- In my room
- In my office
- In the library
- In the shower
- In the car as I commute to and from work

How?

- On the computer
- Sticky notes on the lesson
- Reflection sheets
- Verbal reflection on video/audio tape
- On a Dictaphone (for transcribing later)

Source:
Administrators Appraisal Systems Institute

Daily Reflection Log I

A good way to begin monitoring your own progress as a teacher is to spend a few minutes at the end of each day to reflect on the day's events. It is critical for you to monitor your progress as you begin, but it will be even more helpful as the year progresses. This reflective practice will help you begin to:

- Problem solve
- Plan
- Monitor and adjust
- Make appropriate choices
- Recognize problems to enhance the learning environment

Following is a partial list of topics on which to reflect. Focus upon one or two topics each day to write on, answering these questions:

- What worked well, and why did it work?
- What needs fine-tuning?
- What do I need to do to enhance this area, or whom do I need to see?

TOPICS	SAMPLE DAILY LOG
Discipline Management Rules and procedures Room arrangement Daily flow Time on task Student interest level Students developing responsibility	**Room arrangement, September 3:** 1. What went well, and why did it work? *The high traffic areas seemed to work well today. Children had plenty of room to hang coats, sharpen pencils, and wash hands.* *The hamster cage is an area where it easily distracted several children. It needs to be moved. Perhaps I'll move it to the back of the room so as not to be so easily distractible.*

Source:
NC Dept. of Public Instruction, Performance-Based Licensure Project

Daily Reflection Log II

Choose one or two topics each day and spend 5 – 10 minutes recording your reflection. Make additional copies of log as needed.

Class ______________________________ **Date**___________________________

1. What went well, and why did it work?

2. What needs fine-tuning?

3. What do I need to do to enhance this area or whom do I need to see?

Source:
NC Dept. of Public Instruction-Performance Based Licensure Project

Weekly Reflection Log

1. The most significant thing that happened in my teaching this week was…
2. When I think about my teaching, I'm concerned about…
3. I feel…
4. Questions I have after working this week are…
5. Other reactions…

Source:
NC Dept. of Public Instruction-Performance Based Licensure Project

Activity Grid
Module VI – The Coaching Cycle

Activity	Purpose	Time	Materials
Coaches You Have Had	To introduce the concept of coaching as it applies to mentoring	15 minutes	**Transparency**: • "Coaches You Have Had" • Overhead pen • Overhead projector
What is coaching?	To gain a deeper understanding of the definition of coaching and the roles coaches play	1 hour	**Handout**: " • What is Coaching?" • Transparencies and markers • Overhead projector
The Collaborative Planning Conference	To demonstrate the procedures at a collaborative planning conference	30 minutes	• Chart paper • Tape • Markers **Transparencies:** • "The Coaching Cycle" • "The Collaborative Planning Conference"
Constructing Data Collection Instruments	To provide practice in constructing data collection instruments	1 hour	• Sheets of paper **Handout**: • "What Teachers Want Observed" • Blank transparencies and markers • Overhead projector
The Mentor's Checklist	To suggest tips to assist the mentor in the data collection process	30 minutes	• Chart paper and markers **Handout**: • "Before, During, and After Observations: Advice from North Carolina's Mentors" **Transparencies:** • "Before, During, and After Observations: Advice from North Carolina's Mentors" • "Data Collection
Collaborative Reflective Conference	To practice the steps of a collaborative reflective conference	45 minutes	• Laminated cards with classroom observations **Transparency:** • Collaborative Reflective Conference"

Collaborative Growth Plan	To participate in the development of a Collaborative Growth Plan	20 minutes	**Handout**: • "Collaborative Growth Plan Worksheet" **Transparencies:** • "Collaborative Growth Plan Worksheet" • "Collaborative Growth Plan" • Overhead projector • Markers
Coaching Tools	To examine how growth is determined To discuss how mentors structure activities to help novice teachers To develop and critique a structured intervention	1 hour	**Trainer's notes**: • "Structured Interventions" • Chart paper and markers • Tape **Transparencies:** • "Adult Development" • "Critique Sheet-Visitation" **Handout:** • "Critique Sheet – Visitation" • Blank transparencies and pens • Overhead projector
Summary of the Coaching Cycle	To review the major concepts related to the coaching cycle	15 minutes	**Transparency**: • "The Coaching Cycle" **Handout**: • "The Coaching Cycle Overview"

Module VI – Activity 1
Coaches You Have Had

Time	Purpose	Setting	Materials
15 minutes	To introduce the concept of coaching as it applies to mentoring	Whole Group	**Transparency**: "Coaches You Have Had" Overhead pen Overhead projector

Procedure:

1. Explain to the participants that they are now beginning the study of the coaching cycle in the mentoring program. As an introduction, they will identify some roles that various coaches have played in their lives.

2. Ask the participants to brainstorm some of the different types of coaches that assisted them at various times during their lives. List these coaches in the box on the transparency, "Coaches You Have Had."

3. Ask each individual to then think of one special coach that has made a difference in his/her life. As they name the traits aloud, write them on the transparency, outside of the box.

4. Ask volunteers to share a story of how a particular coach made a difference in their lives.

5. Ask participants if they can see any differences between what coaches do and what mentors do. Discuss these similarities and differences.

6. Remind the participants that they need to demonstrate the same traits while coaching their novice teacher.

Module VI – Activity 1
Trainer' Notes
Coaches You Have Had

The term *coaching* is being widely used in education today. According to the American Heritage College Dictionary, Third Edition, a coach is a person who gives instruction, trains or tutors another person. Thus, a mentor serves as a coach to the novice teacher. The coach provides needed information and encouragement as the novice moves through the first years of teaching.

This same concept is found in the philosophy of Total Quality Education (TQE). Total Quality Education helps educators to view themselves as coaches rather than simply a deliverer of knowledge. By being a coach to a novice teacher, the mentor not only helps that beginning teacher to grow professionally, but they also continue their professional growth. While working to help the novice to improve day by day, the mentor also grows stronger. This same process was used in Japan to help that nation recover from the devastation of the war. The Japanese use the word "Kaizen" to refer to the continuous mutual improvement.

The process of mentoring should be one of mutual continuous improvement for both the mentor and the novice teacher. Both the novice teacher and the mentor must realize that they have much to learn from each other. By working closely together in a coaching situation, both will hopefully grow professionally and improve their skills so they become even more effective in the classroom.

Sources:

American Heritage College Dictionary, Third Edition. (1993). Boston, MA: Houghton Mifflin Company.

Costa, A. & Garmston, R. (1994). Cognitive coaching a foundation for renaissance schools. Norwood, MA: Christopher-Gordon Publishers, Inc.

Coaches You Have Had...

Module VI – Activity 2
What is Coaching?

Time	Purpose	Setting	Material
1 hour	To gain a deeper understanding of the definition of coaching and the roles coaches play	Groups of four	**Handout:** "What is Coaching?" Transparencies and markers overhead projector

Procedure:

1. Tell participants that in this activity they will be reading parts of an article and teaching that content to other group members. This activity will be conducted via a Jigsaw process.
2. Divide participants into groups of four. These are the "home" groups. Within the home group, number off 1-4. Have all the 1s group together, the 2s, etc. These are the "expert" groups.
3. Distribute the handout, "What is Coaching?" Have all the 1s read "Overview of the Coaching Cycle", the 2s read "Definition and Goals", the 3s read "Purposes of Coaching", and the 4s read "Types of Coaching".
4. Instruct each group to read their portion of the article. They should discuss it, check for understanding, and decide upon a way they will teach this content to the other members of their home group. Allow 15 minutes for the reading and discussion.
5. Have participants move back to their home groups. Each member should take a turn teaching his or her portion of the article to the rest of the group. Allow 15 minutes.
6. Ask if there are any questions/comments about the article. Then use the transparencies provided to summarize.

What Is Coaching?

Overview of the Coaching Cycle

Coaching is a directed, focused strategy to develop/refine instructional skills or to solve a problem. The **coaching cycle is one** aspect of the total mentoring process. Coaching is a significant aspect of mentoring. When used in the mentoring process, coaching enables the novice to develop and broaden his/her instructional expertise and capacity. (Showers, 1990). It enables the novice to be more self-directive and reflective. (Costa & Garmston, 1994). Coaching is formative and cyclical. It facilitates continuous improvement in the mentoring process. It should not be confused with the formal evaluative process. Costa (1986) differentiates coaching from the evaluation process in the following ways:

- The responsibility of coaching is primarily that of the novice and mentor rather than a superior.
- The timing of coaching is cyclical, formative, and occurs throughout the year rather than prescribed deadlines set by the district.
- The purpose of coaching is to learn more about teaching and learning and to develop teacher autonomy rather than a judgment of performance effectiveness.
- The topics of coaching focus on developing instructional expertise or solving problems related to the teaching and learning process rather than total professional performance.
- The value judgments of coaching are made by the novice/mentor for reflection and continued skill development in the craft of teaching rather than made by an administrator or supervisor.

Coaching is a strategy of mentoring and continuous growth. However, **coaching** for each novice teacher is **need-specific to the individual, the mentoring relationship, and the district**. As Leslie Huling-Austin (1990) described, mentoring is a "squishy business." Therefore, when a coaching cycle occurs, the mentor needs to recognize the influencing factors and tensions that impact the novice's growth and the focused effort for change.

Definition and Goals

Costa and Garmston **define** coaching as "a nonjudgmental process built around a planning conference, observation, and reflecting conference." (1994) They outlined **the goals of coaching as:**

- establishing and maintaining trust;
- acilitating mutual learning;
- and enhancing growth toward "holonomy" (acting autonomously
- while acting interdependently with the group/coaching partner).

Another **definition:**

> "Coaching, a people-based art which is defined as the heart of management, occurs within a relationship that is action oriented, result oriented and person oriented." (Costa & Garmston, 1994)

Using these definitions as a knowledge base the **definition** of **the coaching cycle for the purpose of this training is as follows:**

> **Coaching is a cyclical process** *that uses focused, specified efforts in skill development or problem solving for developing instructional expertise and change.*

Purposes of Coaching

The **purpose** of coaching the novice teacher is to promote collaboration and collegiality in moving the novice "from where he or she is to where he or she wants to be." (Costa & Garmston, 1994)

In their most recent summary of research and programs, Bruce Joyce and Beverly Showers (1995) set forth a number of propositions about teaching, learning, mentoring, and professional growth. Among those propositions are the following:

- Well-designed staff development and mentoring initiatives can
- be implemented and have significant effects on student learning.

- The key to student learning and development is teacher development.

- Any significant changes in curriculum, instruction or technology must be supported by intensive staff development and coaching.

- The coaching of teachers, counselors and administrators requires capacity building and technical support.

Joyce and Showers differentiate between learning that requires refinement of rudimentary skills and learning that requires the addition of complex new models of teaching to one's repertoire. Obviously, the latter is more complex and requires more time and greater deliberation and planning. For example, developing a "coaching plan" to guide in-school learning and transfer of new skills is a complex process. (Reiman & Thies-Sprinthall, 1998)

Clawson (1980) advocates *mutual participation* in the mentoring relationship. Furthermore, Kay (1990) states that "mentoring is not an activity where the mentor imposes change on an unsuspecting protege." Coaching implies collaboration of the novice and mentor in developing skills or solutions to a problem.

Other purposes of the coaching process, proposed by Beverly Showers (1990), are:

- promoting continuous engagement in study of the craft of teaching as a communal activity;
- developing a shared language and understanding of new knowledge and skills to be learned; and
- providing a structure for the relationship and learning to occur.

Additionally, Reiman & Thies-Sprinthall, L. (1998) assert that coaching provides for:

- developing in-school learning and transfer of new skills; and
- engaging in a more complex and deliberate plan for skill development.

Another purpose of coaching described by Joyce and Showers (1995) includes providing for capacity building and technical support.

Other purposes of coaching gleaned from research include:

- promoting autonomy;
- promoting teacher directed skill development;
- promoting collegiality rather than isolation;
- promoting professionalism and collegial dialogue;
- promoting continual reflection and improvement;
- promoting efforts for sustained skill development following staff development by demonstrations, study groups, etc.;
- promoting links between theory and classroom practice;
- promoting result-oriented improvement for the novice and students;
- promoting mutual learning for the mentor; and
- promoting acknowledgment of need-specific staff development and Stages of Concern.

Types of Coaching

According to Robert Garmston (1987), there are 3 identifiable **types** of coaching. He cites the works of Beverly Showers and others in describing each of these types.

Technical Coaching helps teachers transfer training to classroom practice, while deepening collegiality, increasing professional dialogue and giving teachers a shared vocabulary to talk about their craft. The approach assumes that objective feedback given in a non-threatening and supportive climate can improve teaching performance. Technical coaching generally follows staff development workshops in specific teaching methods.

Collegial Coaching helps to refine teaching practices, deepen collegiality, increase professional dialogue, and help teachers to think more deeply about their work. The model assumes that teachers acquire and deepen career-long habits of self-initiated reflection about their teaching when they have opportunities to develop and practice these skills. The long-range goal is self-coaching for continuous, self-perpetuating improvements for teaching.

Challenge Coaching helps teams of teachers resolve persistent problems in instructional design or delivery. The term challenge refers to resolving a problematic state. The model assumes that team problem-solving efforts by those responsible for carrying out instruction can produce insightful, practical improvements. Since trust, collegiality, and norms supporting problem solving in professional dialogue are prerequisite conditions, challenge coaching often evolves from other coaching approaches.

In each of these types of coaching, the following strategies may be used by the mentor/coach in the coaching cycle to help focus skill development or problem solving.

- research or clarification of instructional methodologies/theory
- demonstration/modeling
- videotaping
- reflective questioning or reflective strategies
- practice opportunities
- study groups
- reading professional literature
- journaling
- collegial dialogues
- quality tools
- student feedback
- peer feedback
- techniques for additional practice and application
- action research

Joyce and Showers (1995) have indicated the positive effects of theory, demonstration, practice with feedback, and coaching on skill development when all components/strategies are present.

A Definition of Coaching

Coaching, a people-based art which is defined as the heart of management, occurs within a relationship that is…

- **action oriented**
- **result oriented**
- **person oriented**

Source:
Costa, A. & Garmston, R. (1994). Cognitive coaching: A foundation for renaissance schools. Norwood, MA: Christopher-Gordon Publishers, Inc., 3.

Coaching

is a cyclical process that uses focused, specified skill development or problem-solving for developing instructional expertise and change.

Purposes of Coaching

- **Clawson (1980)**

  …promotes mutual participation of the ILP and Mentor

- **Showers (1990)**

  …promotes continuous engagement in study of the craft of teaching as a communal activity

  …develops a shared language and understanding of new knowledge and skills to be learned

  …provides a structure for the relationship and learning to occur

- **Joyce and Showers (1995)**

  …provides for capacity building and technical support

- **Reiman and Thies-Sprinthall (1998)**

  …develops in school learning and transfer of new skills

Purposes of Coaching (Continued)

- Other purposes gleaned from research

…promotes autonomy and teacher directed skill development

…promotes collegiality rather than isolation

…promotes professionalism

…promotes continual reflection and improvement

Types of Coaching

Technical Coaching

- focuses on specified skills and developing new skills
- transfers training skill to classroom practice

Collegial Coaching

- facilitates the novice's analysis, interpretation and application of knowledge/skills to future teaching and student learning
- refining and reflection are key components

Challenge Coaching

- uses a problem solving format with no predetermined solutions

Source:

Garmston, R. (1987). How Administrators Support Peer Coaching. Educational Leadership, 44, 18-26.

Module VI – Activity 2
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Module VI – Activity 3
Collaborative Planning Conference

Time	Purpose	Setting	Materials
30 minutes	To demonstrate the procedures at a collaborative planning conference	Whole Group Small Groups	Chart paper and markers Tape **Transparencies:** "The Coaching Cycle" "The Collaborative Planning Conference" Overhead projector

Procedure:

1. Give a brief overview of the coaching cycle as it is to be conducted in the Mentoring North Carolina Novice Teachers Training Program. Use the transparency, "The Coaching Cycle" to assist with this explanation.

2. Explain to the participants that they will now discuss some of the topics that should be covered at the Collaborative Planning Conference. Display the transparency, "Collaborative Planning Conference."

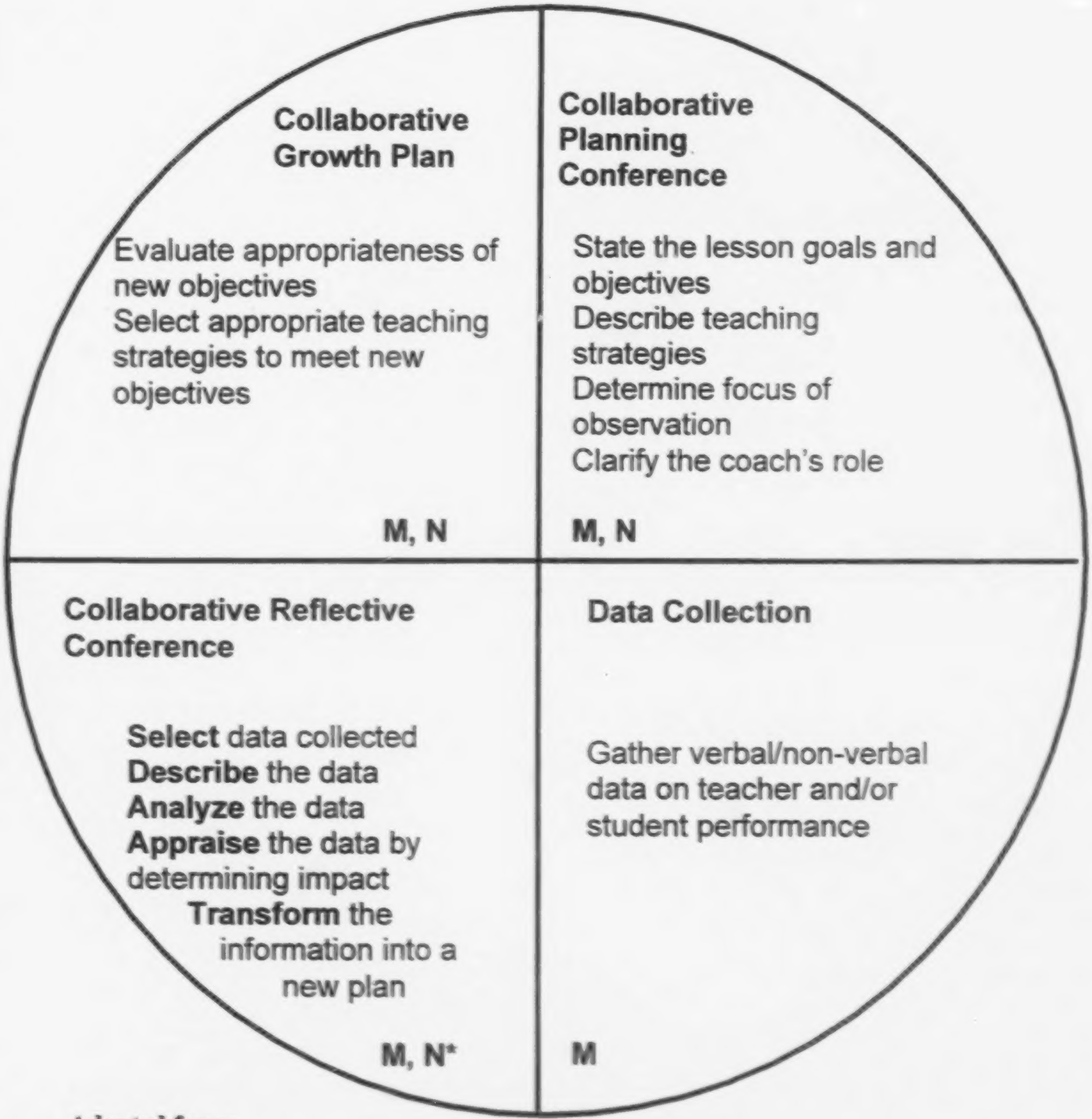
3. Write the following topics on a flip chart: lesson to be taught, general classroom information, specific information the observer needs to know in advance, and what the mentor is to observe. During this conference, the mentor needs to ask questions that will secure the needed information from the novice teacher. (Note: Remind the participants that in some cases the novice teachers will be able to share this information without the mentor having to ask questions.)

4. Divide the participants into small groups. Each group should prepare a list of questions that would allow the mentor to obtain all the necessary information to successfully complete an observation. (Allow five minutes for discussion.)

5. Allow them an opportunity to report their results.

6. Place the transparency, "Collaborative Planning Conference" on the overhead. Summarize by reiterating the components of this conference. Point out that often following a Collaborative Planning Conference, the mentor and novice will work together to construct an instrument that will be used to gather the specific data they have agreed upon. In some instances, the mentor may conduct a general observation to secure data that will help plan future observations. At other times, either the mentor or novice teacher might recognize the need for data in a specific area such as equitable distribution of questioning in the classroom. In these situations a specific data collection instrument will be needed to collect the data. In the next activity, we will construct such an instrument.

The Coaching Cycle



Collaborative Growth Plan

Evaluate appropriateness of new objectives

Select appropriate teaching strategies to meet new objectives

M, N

Collaborative Planning Conference

State the lesson goals and objectives

Describe teaching strategies

Determine focus of observation

Clarify the coach's role

M, N

Collaborative Reflective Conference

Select data collected

Describe the data

Analyze the data

Appraise the data by determining impact

Transform the information into a new plan

M, N*

Data Collection

Gather verbal/non-verbal data on teacher and/or student performance

M

Adapted from:

Costa, A. & Garmston, R. (1994) Cognitive coaching: A foundation for renaissance schools. Norwood, MA: Christopher-Gordon Publishers, Inc.

Another Set of Eyes: Conferencing Skills (1987). Alexandria, VA: Association for Supervision and Curriculum Development, 24.

Collaborative Planning Conference
from
The Coaching Cycle

Collaborative Planning Conference

State the lesson goals and objectives
Describe teaching strategies
Determine focus of observation
Clarify the coach's role

M, N

Adapted from:
Costa, A. & Garmston, R. (1994). Cognitive coaching: A foundation for renaissance schools. Norwood, MA: Christopher-Gordon Publishers, Inc.

Module VI – Activity 4
Constructing Data Collection Instruments

Time	Purpose	Setting	Materials
1 hour	To provide practice in constructing data collection instruments	Four Groups	Sheets of paper **Handout**: "What Teachers Want Observed" Blank transparencies and markers Overhead projector

Procedure:

1. Remind participants that usually the last thing that happens in a Collaborative Planning Conference is an agreement is reached between the mentor and novice on what the novice wants observed by the mentor. From this agreement, the two construct an instrument the mentor can use to gather such data. In this activity, we will practice constructing some tools that might be used in data collection.

2. Distribute the handout, "What Teachers Want Observed." Explain that according to research, these behaviors, both verbal and non-verbal, are the ones teachers most frequently request to have observed. Review the handout.

3. Divide the participants into four groups. Each group will be assigned one of the four sections from the handout.

4. Explain that in each group, individuals or pairs of participants will choose one of the behaviors that is listed and design a tool that could be used during a classroom observation to record data on this behavior. Construct this tool on a blank transparency.

5. Have each individual or pair should show their instrument when they are finished and explain what behavior it will represent.

6. Compare these data collection instruments with a few designed by other mentors.

7. Ask for relevant additions/deletions to the handout, "What Teachers Want Observed."

8. Conclude by reminding participants that this tool is usually constructed by the novice and mentor together, and is designed to collect data on a specific behavior.

What Teachers Want Observed

What are Teachers Interested in Having Observed?

When teachers are asked by the coach what concerns them and what they would like to have the coach observe, record and provide feedback about, Costa and Garmston have found…that teachers request two distinct categories of behaviors-their own and their students'.

The following is a list of verbal and non-verbal behaviors with examples of factors teachers most often want the coach to observe in their classrooms.

Non-Verbal Feedback Most Often Requested by Teachers About Themselves

Description	Example
A. Mannerisms	Pencil tapping, hair twisting, handling coins in pocket
B. Use of time	• Interruptions • Transitions from one activity to another • Time spent with each group • Time spent getting class started, dealing with routines (such as attendance, etc.) • Punctuality of starting/ending times
C. Movement Throughout the Classroom	• Favorite one side of the classroom over another • Monitoring student progress and seatwork
D. Modality Preference	Using balanced visual, kinetic, auditory modes of instruction
E. Use of Handouts	Clarity, meaningfulness, adequacy and/or complexity of seatwork
F. Use of A.V. Equipment	Placement, appropriateness, operation
G. Pacing	• Too fast, too slow, "beating a dead horse" (tempo/rhythm) • Coverage of desired material in times allotted (synchronicity) • Time spent in each section of lesson sequence (duration)
H. Meeting Diverse Student Needs	Considering/making allowances for gifted, slow, cognitive styles, emotional needs, modality strengths, languages, cultures, etc.
I. Non-Verbal Feedback	• Body language, gestures, proximity • Moving toward or leaning into students when addressing them • Eye contact
J. Classroom Arrangements	• Furniture placement • Bulletin board space • Environment for learning • Provision for multiple uses of space/activities

Source:

Costa, A. & Garmston, R. (1994). Cognitive coaching: A foundation for renaissance schools. Norwood, MA: Christopher-Gordon Publishers, Inc., 29.

Verbal Feedback Most Often Requested by Teachers About Themselves

Description	Example
A. Mannerisms	Saying "O.K.," "ya know," or other phrases excessively
B. Sarcasm/Negative Feedback	• Gender reference • Criticism • Put-downs • Intonations
C. Positive/Negative	Use of praise, criticism, ignoring distractive student responses
D. Response Behaviors	• Silence, accepting, paraphrasing, clarifying, empathizing • Responding to students who give "wrong" answers
E. Questioning Strategies	• Posing taxonomical levels of questions • Asking questions in sequences
F. Clarity of Presentation	• Giving clear directions • Making assignments clear • Checking for understanding • Modeling
G. Interactive Patterns	• Teacher→Student→Teacher→Student • Teacher→Student→Student→Student
H. Equitable Distribution of Responses	Favoring gender, language proficiency, face, perception of abilities, placement in room, etc.
I. Specific Activities/Teaching Strategies	Lectures, group activities, lab exercises, discussion video, slide presentations

Non-Verbal Feedback Most Often Requested by Teachers About Their Students

Description	Example
A. Attentiveness	• On task/off task • Note taking • Volunteering of tasks
B. Preparedness	• Participation • Sharing • Homework • Materials • Volunteering knowledge
C. Movement	• Negative: out of seat , squirming, fidgeting, discomfort, interfering with others • Positive: following directions, transitioning, self-direction, taking initiative, consulting references/atlases/dictionaries, etc.
D. Managing Materials	A.V. equipment, textual materials, art supplies, musical instruments, lab equipment, care of library books, returning supplies, etc.

Source:

Costa, A. & Garmston, R. (1994). Cognitive coaching: A foundation for renaissance schools. Norwood, MA: Christopher-Gordon Publishers, Inc., 30-31.

Verbal Feedback Most Often Requested by Teachers About Their Students

Description	Example
A. Participating	• **Positive:** Volunteering verbal responses Speaking out - on task Student-to-student interaction - on task Requesting assistance • **Negative:** Speaking out - off task Student-to-student interaction - off task
B. Social Interaction	• **Positive:** Taking Turns Listening, allowing for differences Sharing, establishing ground rules Assuming and carrying out roles Following rules of games, interactions • **Negative:** Interruption, interfering, hitting, Name calling, put downs, racial slurs, foul language, etc. Hoarding, stealing
C. Performing Lesson Objectives	• Using correct terminology • Applying knowledge learned before or elsewhere • Performing task correctly • Conducting experiments • Applying rules, algorithms, procedures, formulas, etc. • Recalling information • Supplying supportive details, rationale, elaboration
D. Language Patterns	• Using correct grammar, spelling, punctuation, counting • Using correct syntax • Supplying examples
E. Insights into Student Behaviors/Difficulties	• Learning styles: verbal, auditory, kinesthetic • Cognitive styles: field independent (i.e., is task oriented, is competitive, likes to work alone) or field independent (i.e., enjoys working with others sees the large picture, is tolerant of ambiguity) • Friendships/animosities • Tolerance for Ambiguity/chaos • Distractibility

Source:

Costa, A. & Garmston, R. (1994). Cognitive coaching: A foundation for renaissance schools. Norwood, MA: Christopher-Gordon Publishers, Inc., 32.

Data Collection Instrument
Sample 1

Teacher-Student Interactions

Tally each interaction category.

Gender		**Ability Level:**	
Boys	____________	High	__________
Girls	____________	Medium	__________
		Low	__________

Indicate interactions between teacher and student using the seating chart below.
T = Teacher initiated
S = Student initiated

Ex.

T II S III	T IIII S I

Data Collection Instruments developed by participants in the Mentoring North Carolina Novice Teacher Program Field Test, 1998.

Data Collection Instrument
Sample 2

Teacher Movement In Classroom

Place an “X” to indicate movement every _____ minutes.

Classroom Map

	A	B	C	D	E	F
1						
2						
3						
4						
5						

Or, use a chart such as the following to record teacher movement:

Time	Area	Student	Gender

Data Collection Instruments developed by participants in the Mentoring North Carolina Novice Teachers Program Field Test, 1998.

Data Collection Instrument
Sample 3

Use of Questioning Strategies

Teacher: ______________________ Date: ______________

Observer: _____________________ Subject: ____________

Beginning Time: ________________ Ending Time: ______

Questions:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Bloom's Taxonomy	Tally
Knowledge	
Comprehension	
Application	
Analysis	
Synthesis	
Evaluation	

Data Collection Instruments developed by participants in the Mentoring North Carolina Novice Teachers Program Field Test, 1998.

Data Collection Instrument
Sample 4

Modality Preference Chart

Teacher: ______________________ Date: ______________

Observer: _____________________ Subject: _____________

Goal: ____

Objective: ____

Activity: ______________________ **Activity:** ______________________

Modality	**Evidence**	**Modality**	**Evidence**
Movement		**Movement**	
Auditory		**Auditory**	
Visual		**Visual**	
Kinetic		**Kinetic**	

Data Collection Instruments created by participants in the Mentoring North Carolina Novice Teachers Program Field Test, 1998.

Data Collection Instrument
Sample 5
Non-Verbal Feedback: Attentiveness/ On –Off Task Behavior

Established Time Intervals (Use numbers to designate observation of off task behavior during particular time periods.)

8:00 – 1
8:15 – 2
8:30 – 3
8:45 – 4
9:00 – 5

1 4	2 3 4
2 3 4	

Options/ Extensions:

- Different colors can be used to designate different time intervals instead of numbers.
- To gain more information, each seat can be initially coded with time interval numbers and a legend can be used to code specific behavior.
- The teacher's location can be designated using numbers or colors (T1, T2).
- Students may be coded by gender, ethnic group, if necessary.

A. On-Task
B. Off Task
C. Asking
D. Answering
E. Out of Seat
F. Group Work, etc.

	1. A, C 2. A 3. F, E/B 4. A	1. A 2. A 3. A 4. A, D
T1	1. B, E 2. B, E 3. B 4. A	1. A 2. A 3. A, C 4. A
	T2	T3

Data Collection Instruments created by participants in the Mentoring North Carolina Novice Teachers Program Field Test, 1998.

Module VI – Activity 5
The Mentor's Checklist

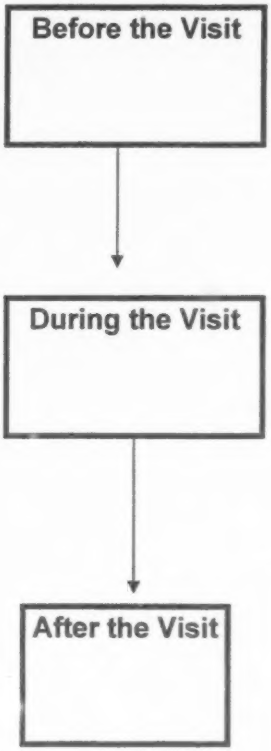
Time	Purpose	Setting	Materials
30 minutes	To suggest tips to assist the mentor in the data collection process	Small Groups	Chart paper and markers **Handout**: " Before, During, and After Observations: Advice from North Carolina's Mentors" **Transparencies:** " Before, During, and After Observations: Advice from North Carolina's Mentors" "Data Collection" Overhead projector

Procedure:

1. Remind participants that once they have held the Collaborative Planning Conference and constructed the data collection instrument, they are ready to conduct the actual observation. **There are many things the mentor should consider before, during, and after this observation**. In this activity, we will brainstorm tips to assist the mentor in the data collection process.

2. Ask each table of participants to discuss tips that would help facilitate this stage of the process. What should be done **prior to the visit, during the visit and immediately after the visit?**

3. Give each table a piece of chart paper. Demonstrate a flow chart on a chart or transparency.



4. Participants should brainstorm tips and construct their own flow charts.

5. Share their suggestions by posting and discussing.

6. Compare their reports to the handout, " Before, During, and After Observations: Advice from North Carolina's Mentors"

7. Conclude by placing the second transparency, " Data Collection" on the overhead projector. Review. We have now completed two of the four steps of the Coaching Cycle.

Before, During, and After Observations: Advice from North Carolina's Mentors

Before the Visit:

Have materials ready (video camera, data collection instrument, etc.).
Let your team members/administrators/office staff know where you are.
Decide where you are going to sit.
Decide how long you will stay.
Have a positive attitude.
Look over past observations for improvements.
Get the novice teacher's daily schedule/seating chart/lesson plan.
Have a watch with a minute hand.
Prepare a plan and materials for your class and find someone to cover for you, if necessary.
Know what you are going to look for/the focus of the observation.
Review notes from Collaborative Planning Conference.

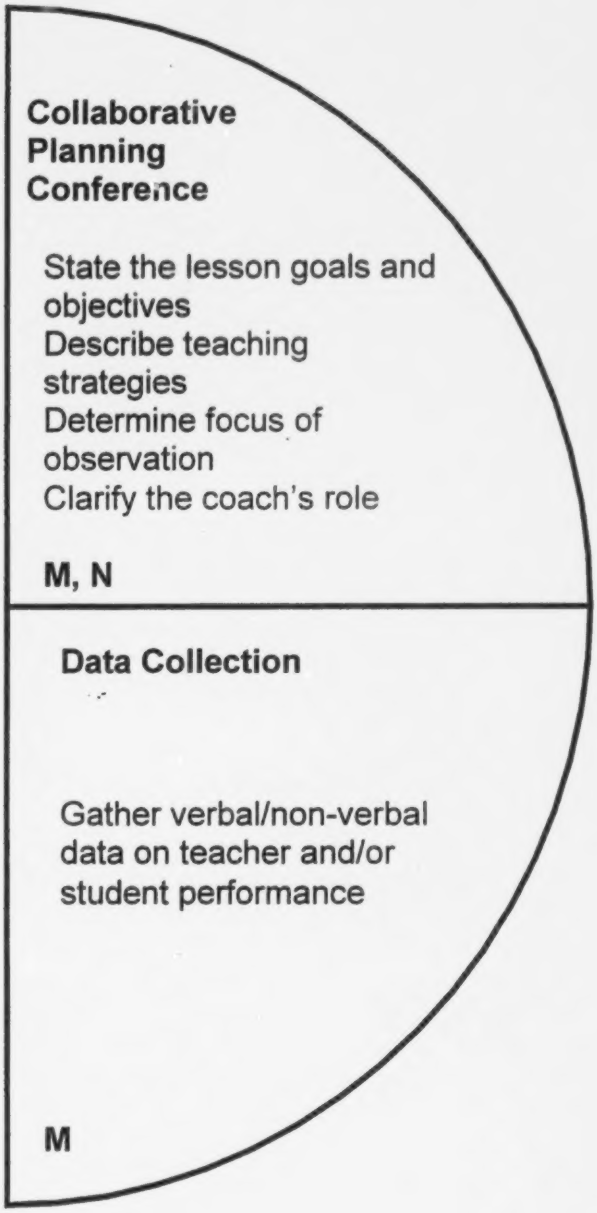
During the Visit:

Collect data.
Be inconspicuous.
Stay focused.
Record only what you see or hear.
Be objective. Do not interrupt the lesson unless asked to do so.
Be flexible.
Be aware of your body language.
Be non-threatening.
Arrive and depart on time.

After the Visit:

Reflect/analyze and organize the data as soon as possible after the observation.
Start your post-conference on a positive note.
Do not overwhelm the novice teacher with your criticisms.
Schedule the post-conference.
Use your best interpersonal skills.
Make copies of data.
Leave a note of encouragement on the teacher's desk/in his or her mailbox, etc.
Inform the administrator.
Check to see if objectives were covered.
Gather resources needed for the Collaborative Reflective Conference.
Keep notes confidential.

Data Collection
from
The Coaching Cycle



Collaborative Planning Conference

State the lesson goals and objectives
Describe teaching strategies
Determine focus of observation
Clarify the coach's role

M, N

Data Collection

Gather verbal/non-verbal data on teacher and/or student performance

M

Adapted from:
Costa, A. & Garmston, R. (1994). Cognitive coaching: A foundation for Renaissance Schools. Norwood, MA: Christopher-Gordon Publishers, Inc.

Module VI – Activity 6
Collaborative Reflective Conference

Time	Purpose	Setting	Materials
45 minutes	To practice the steps of a collaborative reflective conference	Pairs	**Handouts:** "Lesson Planning" "History Lesson" "Late to Learn" **Transparency**: "Collaborative Reflective Conference" Overhead projector **Trainer's Notes**: "Collaborative Reflective Conference"

Procedure:

1. Explain to the participants that since the collaborative reflective conference is based on reflection, they are going to do a review of the Reflection Cycle.

2. Conduct the review using the Mix-Pair-Share method. Ask the participants to stand up and on signal begin to mingle around the room. When you give a second signal, such as shouting the word "Pair", they are to find a partner. At this point they are to discuss what they remember about "Select" - the first stage of the Reflection Cycle. Upon signal, they should mix again. This process will continue until all five steps have been reviewed.

3. Lead a discussion on the purpose and intent of this conference. It should be pointed out that the purpose of this conference is for the novice teacher to gain experience in questioning and conducting self-evaluations. The mentor serves as a guide and facilitator during this process. During the early part of the year, the coach may need to provide very direct answers to all the novice teacher's questions, but as time goes by the novice should begin to offer solutions and explanations during the session. This is known as the "Lean, then wean" concept. Of course, the time frame for such development will vary from person and person.

4. Role-play the process of a Collaborative Reflective Conference.

5. Ask participants to form pairs. One person should assume the role of the mentor, the other, the novice teacher.

6. Distribute laminated cards with Mentoring Novice Teachers Case Studies. Ask the participants to role-play an actual collaborative reflective conference based on the information provided. Remind them that the purpose of this conference is to facilitate reflection based on the classroom observation. Allow ten minutes for this part of the activity.

7. Have pairs volunteer to share how the conference went.

8. Display the transparency, "Collaborative Reflective Conference" and review the components.

Module VI – Activity 6
Trainer's Notes
Collaborative Reflective Conference

Both the novice teacher and the mentor can benefit when a period of time has lapsed between the actual teaching session (when the mentor observes and collects data) and the collaborative reflective conference. Both participants need time to reflect individually on the lesson before discussing it together.

During this time, the mentor (coach) can do several things to facilitate an effective conference. First, the coach can review and organize the data in order to present it to the novice teacher. Many times when coaches take notes or use data collection forms, they must use abbreviations and other coding techniques. They may need to "clean up" this information before sharing it with the novice teacher.

Second, the coach must determine what his or her focus for the conference will be. This is an important decision. It includes not only deciding how to share the data collected, but deciding the quality/amount of trust that has developed between the two in the relationship. This is critical because the coach may see several things during the observation that s/he wants to comment on or that needs improvement. However, the coach should stay focused on the agreed upon goal of the observation. If, though, the coach gathered a significant amount of negative data, s/he must decide how much to share. If it is early in the relationship, the coach may want to use this conference as a time to build the trust level. This being the case, the coach may not wish to share all (or any) of the negative data. If the relationship has developed a solid trust level, the coach may feel more inclined to share the data as it was collected. The overarching goal should always be, nonetheless, *presenting only as much information as the novice teacher can process at one time.* We never want to overwhelm a teacher with negative comments or by suggesting too many areas that need improvement.

Finally, the coach may want to plan questions to help the novice teacher reflect on the lesson. The coach would want to consider the stage of concern of this particular teacher, and the initial goal of the observation. If the goal was to collect data on the teacher's movements throughout the classroom, the reflective questions should begin to center on that topic.

As the reflective conference gets underway, the coach should encourage the novice teacher to share impressions of the lesson and recall the specific situations to support those impressions. While the novice is reflecting, the coach is using active listening techniques. The coach might then ask the novice to compare the lesson as it was taught to the lesson planned. In other words, how closely did the actual lesson compare to what the novice hoped or planned would happen? The coach continues to facilitate this reflection by using the data s/he collected and by asking reflective questions. Finally, the coach and novice teacher wants to begin to plan future lessons, activities or strategies based on the new insights gained by the data and reflective conference.

The most important concept to remember about this conference is that the process becomes more complex as the coach tries to balance nurturing a trusting relationship with promoting teacher learning, growth and development.

Source:
Costa, A. & Garmston, R. (1994). Cognitive coaching: A foundation for renaissance schools. Norwood, MA: Christopher-Gordon Publishers, Inc.

Lesson Planning

Case 1

Maria is a first-year fourth grade teacher. She has been experiencing difficulty with lesson planning and presentation. During your collaborative planning conference she has asked you to come and observe her classroom to help her understand why the students are having difficulty successfully completing her assignments. She has provided you with a photocopy of a lesson from a Project Wild book that she plans to use during your observation. You have agreed to observe and script the class session. The following is the account of what you observe while in her classroom.

As Maria begins instruction, she introduces a large group activity that will demonstrate to the students the value of protecting North Carolina wildlife. However, as she introduces the lesson, she realizes that she has forgotten the necessary materials for this segment of the lesson. She excuses herself from the group and fumbles around the back counter of the room looking for the materials. She then rejoins the students. She starts over and begins again with the introduction. She tells them to pretend like they are bears looking for food in the forest. But Maria does not tell them any specifics on how to search for the food or why they are looking for this food. There are many questions from the students seeking additional direction and input from Maria. Finally, the activity gets underway, but to you this particular activity does not really touch the objective that Maria had originally given to the students at the beginning of the lesson. The students are milling around looking for simulated bear food and putting the food in a pile. Several students keep asking her for clarification on what they are supposed to do. Two students wander away from the group and start playing with the class hamster. After several minutes, Maria asks the students to sit down and write what they have learned from this activity. Several students raise their hands and wait for the teacher's individual assistance before beginning their assignment. Three minutes later many of the students begin talking to each other. Maria tells the students to complete the assignment for homework. She then concludes the lesson very abruptly and directs the students to take out their math books and turn to page 51.

History Lesson

Case 2

Tom is a first year high school history teacher. He has expressed to you his concern about the students' lack of participation in his ninety-minute block classes. He just can't understand why more of the students are not entering the class discussions. As a teacher, he loves history and thinks that all of his students should share his enthusiasm. Tom has asked you to come and observe and make suggestions on how to get his students more involved. You have agreed to observe and script the class sessions. The following is an account of your observation.

You begin observing Tom during a ninety-minute block class of U.S. History. He begins the lesson by informing the class that they are going to learn about the Civil Rights Movement. Tom begins to lecture from the podium at the front of the room. Students are seated in rows. Ten minutes into the lesson, the lecturing continues. After thirty minutes Tom asks the class a discussion question about the topic. One girl offers a brief response. No other students respond. Tom picks up the discussion with the girl and then continues on with the lecture. As you scan across the rows of students, you observe that one boy is reading a comic book which is neatly tucked into his history textbook. Other students are sketching in their notebooks and passing notes. You notice that two students have fallen asleep. Forty-five minutes later, Tom's voice becomes very monotone and you begin to have difficulty scripting the lesson. The information presented does not appear to match the objectives that you and Tom discussed during the pre-conference. The students continue to sleep, pass notes, and work on other assignments. Two students request restroom passes and leave class. This pattern continues until the end of the class session.

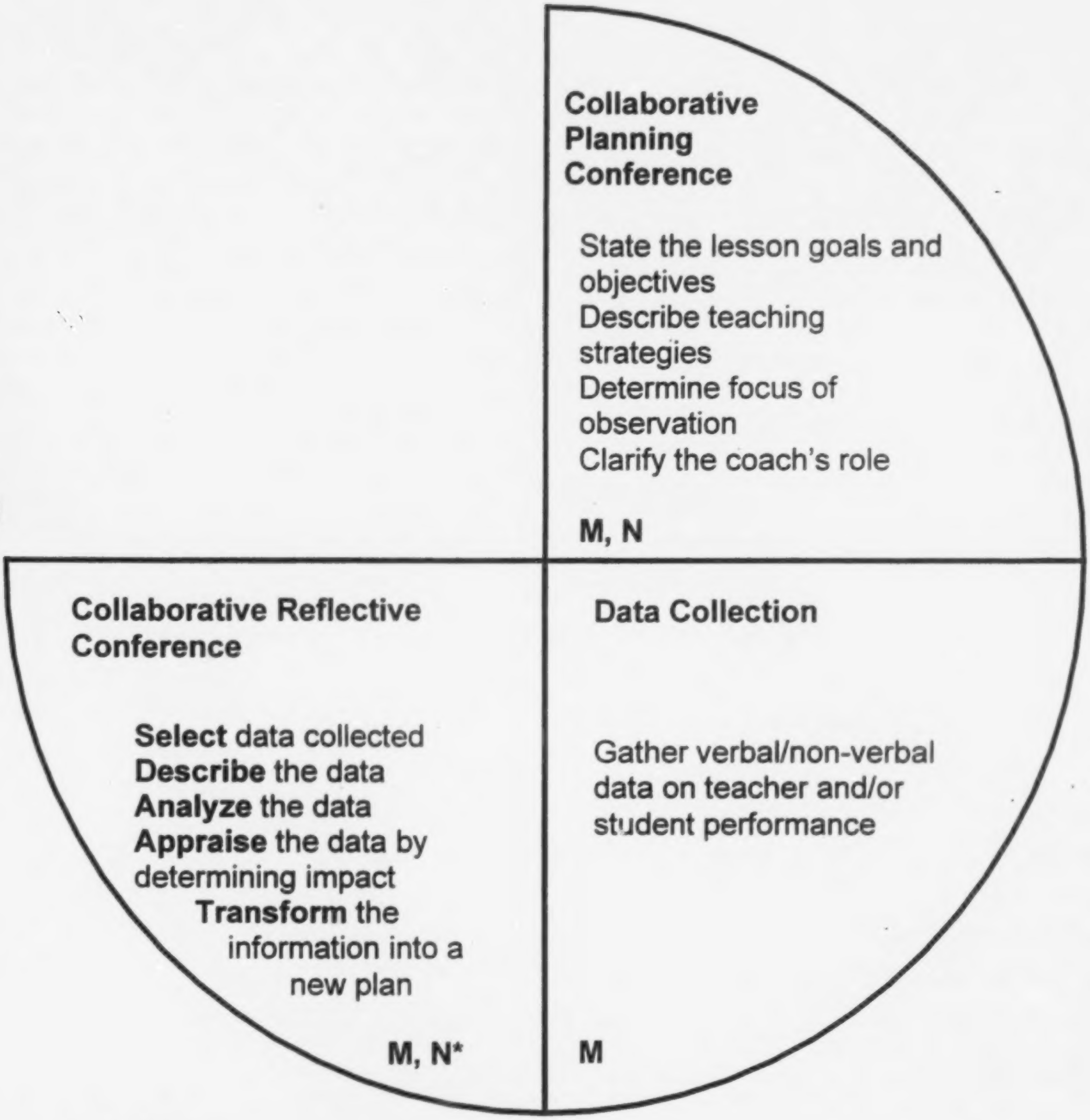
Late to Learn

Case 3

Bob has expressed great concern that he is very worried that he will not be able to cover all of the Algebra objectives before the End of Course Test occurs. You have reviewed his lesson plans and everything appears very detailed and well planned. In an effort to assist Bob with pinpointing the trouble area, you have offered to come and observe his Algebra class and offer suggestions to help him meet all of the course objectives effectively. You plan to script the class session. The following is an account of the observation.

You arrive a few minutes early and receive a welcome from Bob. He indicates a place for you to sit to conduct the observation. The tardy bell rings, but only five students are present. The students are talking and milling around. Bob is writing on the board, putting up sample problems. Two minutes after the bell, Bob picks up the roll book. More students have arrived, but only three are in their seats. Bob begins to ask students to sit down, but only a few oblige. Finally, the students are seated. Bob proceeds with the lesson. It is now ten minutes into the period. Two students have left their seats to go to the pencil sharpener. Few are quiet and listening to the lesson. Bob continues to introduce the lesson making reference to the sample problems on the chalkboard. He then writes the assignment on the board and tells the students to get to work. Fewer than ten percent of the class are on task at this time. Twenty minutes later, students are still having difficulty remaining focused on the assignment. Several are talking and passing notes. This pattern continues until the end of the class session.

The Collaborative Reflective Conference
from
The Coaching Cycle



Collaborative Planning Conference

State the lesson goals and objectives
Describe teaching strategies
Determine focus of observation
Clarify the coach's role

M, N

Data Collection

Gather verbal/non-verbal data on teacher and/or student performance

M

Collaborative Reflective Conference

Select data collected
Describe the data
Analyze the data
Appraise the data by determining impact
Transform the information into a new plan

M, N*

Adapted from:

Costa, A. & Garmston, R. (1994). Cognitive coaching: A foundation for renaissance schools. Norwood, MA: Christopher-Gordon Publishers, Inc.

Module VI – Activity 7
Collaborative Growth Plan

Time	Purpose	Setting	Materials
20 minutes	To participate in the development of a Collaborative Growth Plan	Whole Group Pairs Whole Group	**Handout**: "Collaborative Growth Plan Worksheet" **Transparencies:** "Collaborative Growth Plan Worksheet" "Collaborative Growth Plan" Overhead projector

Procedure:

1. Explain that the Collaborative Growth Plan is an outcome of the collaborative planning conference, data collection and collaborative reflective conference. Once a novice and mentor have gone through those previous three steps in the cycle, they arrive at a point where the novice decides upon an area in which s/he would like to improve. The collaborative growth worksheet gives a format for making and carrying out this plan.

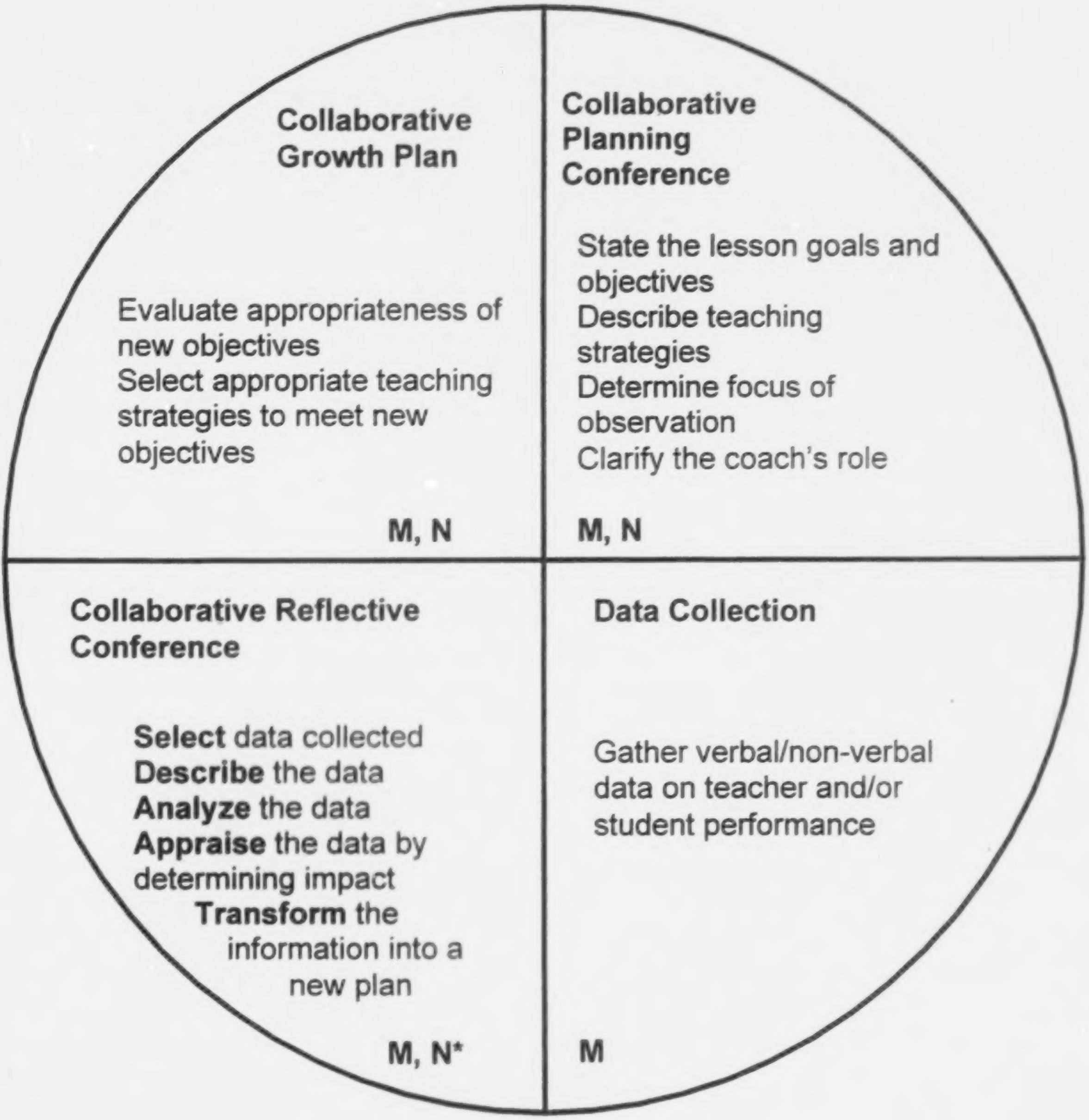
2. Display the transparency, "Collaborative Growth Plan Worksheet" and distribute the handout, "Collaborative Growth Plan Worksheet." Demonstrate how the worksheet can be used. Example: If a teacher requests assistance in asking higher-level questions, what kinds of things might be put on the worksheet? Reading an article, observing another teacher, the mentor and novice developing a lesson together, etc. are just a few suggestions.

3. Have the participants remain in the pairs they were in for the previous activity (Collaborative Reflective Conference). They should use the same scenario they reflected on previously and use the worksheet to complete a Collaborative Growth Plan.

4. Participants will share their growth plan with the whole group.

5. Display the transparency, "Collaborative Growth Plan." Review for the group. Tell participants they have now completed the Coaching Cycle. From the Collaborative Growth Plan, they naturally move back into the Collaborative Planning Conference. Ask participants if they have questions or comments about the coaching cycle. In the next activity, they will be reviewing the entire cycle.

The Coaching Cycle



Collaborative Growth Plan

Evaluate appropriateness of new objectives
Select appropriate teaching strategies to meet new objectives

M, N

Collaborative Planning Conference

State the lesson goals and objectives
Describe teaching strategies
Determine focus of observation
Clarify the coach's role

M, N

Collaborative Reflective Conference

Select data collected
Describe the data
Analyze the data
Appraise the data by determining impact
Transform the information into a new plan

M, N*

Data Collection

Gather verbal/non-verbal data on teacher and/or student performance

M

Adapted from:

Costa, A. & Garmston, R. (1994). Cognitive coaching: A foundation for renaissance schools. Norwood, MA: Christopher-Gordon Publishers, Inc.

Another Set of Eyes: Conferencing Skills (1987). Alexandria, VA: Association for Supervision and Curriculum Development, 24.

SAMPLE LOG SHEET

Mentor ______________________________

Novice Teacher ________________________

Focus	Action To Be Taken	Person Responsible	Date To Be Completed	Results

Module VI – Activity 8
COACHING TOOLS

Time	Purpose	Setting	Materials
1 hour	To examine how growth is determined To discuss how mentors structure activities to help novice teachers To develop and critique a structured intervention	Whole Group Small Group	Chart paper and markers Tape **Transparencies:** "Adult Development" Trainers notes: "Structured Interventions" "Critique Sheet-Visitation" **Handout**: "Critique Sheet-Visitation" Blank Transparencies Transparency pens Overhead projector

Procedure:

1. Tell participants that they are going to examine ways to structure activities to help novice teachers grow.

2. Ask participants to reflect individually on a time that they were learning a new skill. Ask them to jot down the optimal conditions that were necessary for them to learn that skill to mastery.

3. Distribute chart paper, marking pens, and masking tape. Ask each table to select a reporter and a recorder.

4. After individuals have reflected and made notes, ask table groups to share their notes and compile a composite list of conditions on the chart paper. Ask each table to post their list when they finish.

5. Check table groups to see when they have completed the task, shared their ideas, and posted their list.

6. Ask the reporter from each group to share their work. Allow other participants to ask questions or make comments as they wish.

7. Use the transparency, "Adult Development" to show what research tells us about the elements and conditions needed for adult skill development. Note that there are two separate pieces of research conducted in 1983. One carried out by Joyce and Showers and the other by Sprinthall and Thies-Sprinthall.

8. Use the Trainers Notes to explain the concept of structured interventions. When working with a novice teacher, the mentor must provide a structured method to follow up on the actions recorded in the Collaborative Growth Plan. If growth is to take place, both participants must reflect on what has been learned during each intervention and determine what changes need to be made in the future.

9. Distribute handout, "Critique Sheet-Visitation." Explain that this is a sample tool that might be used for a structured intervention. The novice teacher would complete this sheet after having observed another classroom as a part of the Collaborative Growth Plan. Once the sheet is completed the mentor and novice would both meet and reflect on the results of the visit. This structure helps assure that the novice will experience growth.

10. Explain to participants that they are now going to prepare similar sheets for other interventions that might be assigned for a novice teacher. Each group should discuss what the intervention is and then design a form that the novice would complete when the assigned task is completed. Distribute a blank transparency and markers to each group. Ask them to design their instrument on the transparency.

11. Assign each table group an activity to develop for a novice teacher so that sufficient structure is provided for growth. Use the following activities:

    - Reading selected journal articles
    - Observing another teacher
    - Watching a videotaped lesson (their own or the mentor's)
    - Co-teaching with another teacher
    - Interviewing another teacher about teaching strategies
    - Attending a workshop

12. Place the overhead, "Critique Sheet-Visitation" on the overhead projector as a sample for the groups to refer to during the activity. Ask each group to follow the format on the transparency to develop their activity.

13. Ask a recorder from each table to share their work after all have finished. Allow the other participants to ask questions or add comments as they discuss each activity.

14. Collect the activities and tell participants that you will prepare copies of their work to be distributed at the end of the training.

15. Review with the participants the need for structured and intentionality in the activities planned between mentors and novice teachers.

Adult Development Research

Needed Elements for Adult Skill Development	Needed Conditions for Adult Development
Introduction of rationale/theory	**Complex new role**
Demonstrations	**Guided Practice**
Practice with feedback	**Balance between experience and reflection**
Adapting and generalizing	**Support and challenge**
	Continuity
Joyce and Showers (1983)	**Sprinthall and Thies-Sprinthall (1983)**

Sources:

Joyce, B. & Showers, B. (1995). Student Achievement through Staff Development NY: Longman.

Sprinthall, N.A. & Thies-Sprinthall, L. (1983). Teacher as an Adult Learner: A cognitive-developmental perspective. In G.A. Griffin (Ed.) Staff Development : Eighty-second Yearbook of the National Society for the Study of Education (pp. 13-35). Chicago: University of Chicago Press.

Module VI – Activity 8
Trainer's Notes
Structured Interventions

The work that mentors do with novice teachers needs to be structured in such a way that the novice can **intentionally** gain certain knowledge or skills from the activity. Therefore, any activity in which the novice participates needs to be designed as follows:

- Pre-planning session between mentor and novice of purpose, goals, and objectives for activity
- Structure for activity developed by mentor and novice that includes
  - Purpose
  - Data Collection
  - Analysis of what was observed (read or learned) and what to use
  - Plan to use new learning
- Time for reflection after the activity
- Post-activity session between mentor and novice to debrief the activity and plan follow up

The key to this process between the mentor and the novice is the **intentionality** of the actions. The activity has a focus. The novice takes notes on his/her observations on that focus. The novice reflects on the usefulness of what was observed (read or learned) and what s/he may want to use. Finally, the mentor and novice meet to discuss the activity and plan follow up.

Adapted from:

Killion, Joellen P. and Todnem, Guy R. A process for personal theory building, Educational Leadership, March, 1991.

Procedures on conducting structural interviews developed by Dr. George Noblit, the University of North Carolina at Chapel Hill for the NC Department of Public Instruction, 1993.

Critique Sheet – Visitation

Name: ______________________________	School: ______________
Person Visited: ________________________	Date: ________________

1. What was the purpose of the visit?

2. In addition to the observation, did you get a chance to talk with the person you visited?

3. What was most helpful about the visit?

4. Will you use any ideas/information from the visit? ____ No ____ Yes

   Why or why not?

4. Check whether you found the visit:

   _____ very helpful

   _____could have been more helpful

   _____not very helpful

Reflection:

Please retain in ILT Portfolio

Sources:
Model New Teacher Orientation Program. Halifax County Schools.

Orientation: Effective Beginnings for Novice Teachers. (1996). NC Department of Public Instruction.

Module VI – Activity 9
Summary of Coaching Cycle

Time	Purpose	Setting	Materials
15 minutes	To review the major concepts related to the Coaching Cycle	Whole Group	**Transparency**: "The Coaching Cycle" **Handout**: "The Coaching Cycle Overview" Overhead projector

Procedure:

1. Explain to the participants that the major concepts of the Coaching Cycle will be reviewed.
2. Display the transparency, "The Coaching Cycle" and distribute the handout, "The Coaching Cycle Overview." Ask each table to briefly discuss the components of the Coaching Cycle. Allow five minutes for the discussion.
3. Lead in a brief discussion of the cycle. Ask the participants to share what activities would fit in each part of the cycle.
4. Conclude this activity by asking for additional comments or questions on coaching.

The Coaching Cycle Overview

I. Collaborative Planning Conference

- State lesson goals and objective
- Describe teaching strategies
- Determine focus of observation
- Determine data collection instrument

II. Data Collection

- Gather verbal/non-verbal data on student performance
- Gather verbal/non-verbal data on teacher performance

III. Collaborative Reflective Conference

- **Select** data collected
- **Describe** the data collected
- **Analyze** the data
- **Appraise** the data by determining impact
- **Transform** the information into a new plan

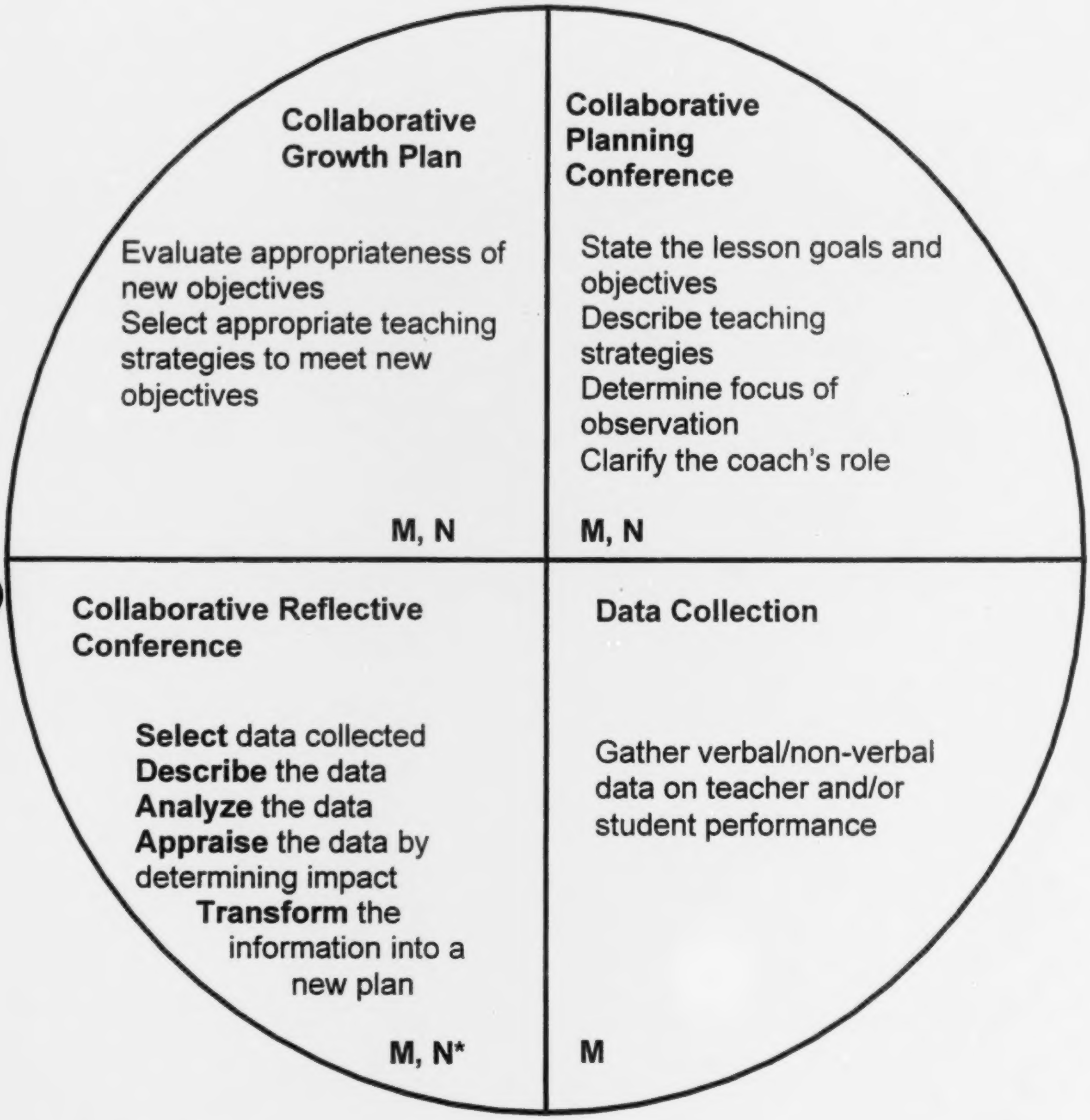
IV. Collaborative Growth Plan

- Evaluate appropriateness of new objectives
- Select appropriate teaching strategies to meet new objectives

Adapted from:

Costa, A. L. & Garmston, R. J. (1994). Cognitive coaching: A foundation for renaissance schools. Norwood, MA: Christopher-Gordon Publishers, Inc.

The Coaching Cycle



Collaborative Growth Plan

Evaluate appropriateness of new objectives
Select appropriate teaching strategies to meet new objectives

M, N

Collaborative Planning Conference

State the lesson goals and objectives
Describe teaching strategies
Determine focus of observation
Clarify the coach's role

M, N

Collaborative Reflective Conference

Select data collected
Describe the data
Analyze the data
Appraise the data by determining impact
Transform the information into a new plan

M, N*

Data Collection

Gather verbal/non-verbal data on teacher and/or student performance

M

Adapted from:

Costa, A. L. & Garmston, R. J. (1994). Cognitive coaching: A foundation for renaissance schools Norwood, MA: Christopher-Gordon Publishers, Inc.

Another Set of Eyes: Conferencing Skills: (1987). Alexandria, VA: Association for Supervision and Curriculum Development, 24.

APPENDIX

Appendix
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Appendix
Group Juggling Ground Rules

Time	Purpose	Setting	Materials
30 minutes	To establish a set of ground rules to bring a sense of order and structure to the training program To help all participants assume a sense of ownership in the program	Small Groups	Tennis balls (four per group) Chart paper Marker

Procedure:

1. Explain to the group that to be successful in any task a plan of action is required. They are going to participate in an activity that will require the entire group to develop a plan and follow that plan.

2. Divide participants into groups of about 6-8 persons.

3. Ask each group to form a circle with participants at arm length distance apart facing the center of the circle.

4. Give one person in each group a tennis ball.

5. Inform participants that their objective is to pass the ball to each person in the group, but the ball cannot be passed directly to anyone's left or right. No one can touch the ball more than once, and the ball must end up back in the hands of the person who had it first. If the ball is dropped the process starts all over again. Give no further advice or instructions.

6. Praise the participants when this task is accomplished and inform them that now their task is increasing in difficulty. Instead of using just one tennis ball to "juggle" or toss, now **each group** will receive four tennis balls. However, they must follow the same directions as the first time.

7. Allow approximately 5 minutes for the groups to accomplish their task. The facilitator should interact as little as possible.

8. Process the activity by asking the participants: "What made this task difficult? What led to your success in accomplishing this task? What rules could have been established to make the success of this task easier? Record these responses on chart paper. (Some responses might be: listening to each other, working together as a team, being open to new ideas, etc.) The facilitator should write down each comment on the chart paper.

9. Share: "Our task this week will not be figuring out how to juggle tennis balls, but how to work together as we learn about the mentor training program. What ground rules will help us accomplish this goal?" On a second sheet of chart paper record ground rule suggestions. Solicit rules that participants feel are essential to the training program's success. (Sample Ground Rules: Start and end on time. Everyone's comments should be listened to. Everyone needs to participate. Treat others with respect. Have Fun!)

10. Get "buy-in" from participants when the list is complete by reading each rule and asking participants to give a "Fist to Five" vote, with fist representing "I absolutely cannot live with this" to five representing "I agree absolutely". Discuss and determine the group's Ground Rules. Post these throughout the training.

Adapted from:

McClanahan, E. & Wicks, C. (1993). Future force: Kids that want, can, and do! Glendale, CA: Griffin Publishing.

Appendix
Issues Bin

Time	Purpose	Setting	Materials
15 minutes	To provide a means of storing ideas or issues that deserve further discussion for a later or more appropriate time. To provide a place for concerns or suggestions for improvements.	Whole Group	Post It notes (already placed on tables) Chart paper Marker

Procedure:

1. Explain to the group that their input is extremely valuable in determining the success of the training. In order to meet the needs of the participants an Issues Bin will be developed.

2. Place a sheet of chart paper entitled, "Issues Bin" on the wall near an easy access point, such as the doorway used by participants on their way in and out of the training room.

3. Explain that participants may use the post it notes on their tables to jot down any "burning issues" that they would like discussed. Many times a great idea occurs in the middle of a presentation or when a different topic is being discussed and can be easily "lost" if not written down. Participants should place the note on the issues bin to ensure that the issue is discussed at a later or more appropriate time.

4. Explain that this bin can also be used to better meet the needs and concerns of participants, such as concerns about the room temperature or problems with the schedule.

Trainer's note: It is recommended that the issues be addressed consistently at natural breaks in the training program. Many issues may lead to very valuable discussions. Many concerns may not be able to be "corrected", but often just addressing these issues can help resolve the frustration of the participants.

Adapted from:

McClanahan, E. & Wicks, C. (1993). Future force: Kids that want, can, and do! Glendale, CA: Griffin Publishing.

Appendix
Review of the Training

Time	Purpose	Setting	Materials
30 minutes	To conduct a post-assessment on the topics of the mentor training program.	Individual, Whole Group	Materials used during the Overview: KWL Chart Consensograms **Handout :** (from Overview) "KWL Worksheet" 6 red self-adhesive dots per participant

Procedure:

1. Display the KWL Chart and the six consensograms charts generated at the beginning of the training program.

2. Ask participants to retrieve their handout, "KWL Worksheet" they filled out during the Overview. Ask them to review the comments made in the "What do I Know?" and "What do I Want to know?" categories and then to complete the "What have I Learned?" category.

3. After participants have completed the handout, give each participant 6 red self-adhesive dots for the six consensograms. Ask them to place the red dots on the second line above the number representing their current level of understanding of each topic.

4. Conduct a whole-group discussion about what they have learned using the "What do I Want to know?" category questions on the KWL Chart as a guide. (If they wanted to know more about the new NC Licensure policies, did they receive this information?) Using the consensograms analyze the change in the positions of the green and red dots. (Hopefully, most areas would reflect an increase in knowledge by showing the red dot further on the scale than the green dot. If they do not, discuss with the group to determine suggestions for improvements in the training program.)

ICEBREAKERS

An integral part of any training program is the use of "icebreakers." Such activities assist in bringing about a relaxed atmosphere in which group members feel secure and comfortable in their interactions.

On the following pages are several "tried and true" icebreakers from which trainers may choose.

Appendix
Seal Away Your Troubles

Time	Purpose	Setting	Materials
15 minutes	To demonstrate the importance of relaxing and enjoying a time of study to gain new skills	Whole Group	Paper with numbers 1-10 Business envelopes (one per participant)

Procedure:

1. Give each participant a sheet of paper with the numbers one through ten listed down the side. Ask participants to list ten things that currently concern or worry them, for example: an upcoming project, the lesson plans they left for their substitute, buying that anniversary gift for a spouse, etc.

2. Distribute envelopes so they can enclose their list. Ask them to seal the envelopes and write their name on the outside of the envelope.

3. Pass around a box and ask the participants to mail away their troubles until the end of the training program.

4. Tell participants that you recognize that their problems cannot really be taken away from them, but perhaps this symbolic release from their problems will assist them in better enjoying the training period.

5. Ask the participants at the closing session if they would like to have their troubles back or if they simply want to leave them behind.

Adapted from:
Pike, B. (1995). 101 More games for trainers. Minneapolis, NM: Lakewood Books.

Appendix
The Three P's!

Time	Purpose	Setting	Materials
45 minutes to one hour (depends on size of group)	To provide an opportunity for the participants to get to know one another To build a more relaxed atmosphere in which participants feel secure and comfortable in their interactions	Large Group	Paper and pencils (optional)

Procedure:

1. Ask the participants to sit beside someone in the room they do not already know.
2. Ask participants to share with a partner one thing that is **personal** about themselves, one thing that is **professional**, and one thing that is **peculiar**.
3. Inform them that they will be introducing their partner to the rest of the group.
4. Allow 5-10 minutes for the partners to share.
5. Allow approximately 1 to 2 minutes for each person to introduce his or her partner to the rest of the group.

Appendix
Getting to Know You

Time	Purpose	Setting	Materials
10-20 minutes (depending upon the size of the group)	To provide an opportunity for the participants to get to know one another To build a more relaxed atmosphere in which participants feel secure and comfortable in their interactions	Whole group or small groups of 6-8	One roll of toilet tissue

Procedure:

1. Tell the group(s) that a roll of tissue will be passed around the room. Participants are to pull off as much tissue as they would like before passing it on to the next person. **Say nothing about how much toilet tissue should be pulled from the roll or what it will be used for later.**

2. When all participants have varying lengths of tissue, tell them that for each section of tissue they are holding they are to tell some fact about themselves. Part of the "fun" is having some participants who will only have to tell three or four things and others who will have to tell many more.

Appendix
Spinning the Yarn

Time	Purpose	Setting	Materials
20 minutes	To provide an opportunity for the participants to get to know one another To build a more relaxed atmosphere in which participants feel secure and comfortable in their interactions	Whole Group	A ball of yarn

Procedure:

1. Place the participants in a circle.

2. Give one person the ball of yarn and ask that participant to share his/her first name and one quality that he/she brings to the group (e.g., humor, creativity, etc.). Ask that person to then hold on to the end of the yarn and toss it randomly to someone else in the circle. The next person gives his/her name accompanied by a different quality being brought to the group. (Note: No qualities are to be stated twice. Each person must come up with a different one. As the yarn continues to be tossed, persons hold on to their section of the yarn.) If a person is unable to think of a quality, a temporary "pass" is allowed. Before the end of the activity, each participant should have shared name and quality.

3. At the conclusion of the sharing time, each participant should be holding the yarn. The trainer can then ask the group to lay the complicated yarn pattern on the floor. It should be pointed out that the pattern illustrates that each person brings unique qualities and skills to the group that will enhance the overall effectiveness of the training.

   (This concept of diverse qualities can also be applied to the mentor/novice teacher relationship. Note that a focus of the training will be upon the acceptance of diversity and the positive role such acceptance can play in mentor/novice teacher relationships as well as teacher/student relationships.)

Appendix
Getting to Know You Bingo

Time	Purpose	Setting	Materials
15-20 minutes	To provide an opportunity for the participants to get to know one another To build a more relaxed atmosphere in which participants feel secure and comfortable in their interactions	Whole Group	A 5x5 BINGO type grid sheet for each participant Two or three small prizes

Procedure:

1. Prior to the beginning of the session, prepare the BINGO grid sheet. In each square, place a brief statement or description (e.g., is left-handed, has blue eyes, has been teaching more than 10 years, has traveled to a foreign country, is an only child, has been married more than 15 years, etc.)

2. Distribute a grid sheet to the participants. For ten minutes, they are to move about the room and introduce themselves, while seeking someone who can affirm a statement or description. When someone is discovered, he/she should be asked to sign his/her name in that particular square. (Note: Only one name per square is allowed.)

3. When time is called, the person with the most signatures is the winner and receives a prize. Anticipate a tie. Time can also be provided for the winner(s) to call out each signature received as a way of introducing participants to the whole group.

Adapted from:
Pike, B. (1995). 101 More games for trainers. Minneapolis, NM: Lakewood Books.

Appendix
Objects have Meaning

Time	Purpose	Setting	Materials
10-20 minutes	To provide an opportunity for the participants to get to know one another To build a more relaxed atmosphere in which participants feel secure and comfortable in their interactions	Small groups of 5-7	A paper bag (lunch size) for each group containing 5 to 7 everyday objects

Procedure:

1. Prior to the session, fill the paper bags with everyday items (e.g., a rubber band, a paper clip, a roll of tape, a pencil, a nickel, a pen, and an eraser).

2. Distribute one bag to each small group. Each participant should remove one object from the bag and share how that particular object relates to mentor training. (For example, the tape could be an indication that mentors should "stick" close the their novice teachers.)

3. Time permitting, the participants can be put in the whole group to share some of the ideas that were generated in the small groups.

Adapted from:

Pike, B. (1995). 101 More games for trainers. Minneapolis, NM: Lakewood Books.

Appendix
Variety is the Spice of Life

Time	Purpose	Setting	Materials
10 minutes	To provide an opportunity for the participants to get to know one another To build a more relaxed atmosphere in which participants feel secure and comfortable in their interactions	Small groups of 3-4	None

Procedure:

1. Divide the participants into groups. (Try not to exceed 4 per group.)

2. Ask the group members to chat with each other in an effort to discover **at least two ways all of the group members are alike and at least two ways they are different.** They are to exclude obvious observations such as they are all wearing slacks, all have hair, etc. Encourage them to explore through conversation their **personal** and **professional** attributes and characteristics.

3. Conclude this icebreaker by noting that the similarities and differences being brought to the mentor training will serve to strengthen each session.

Adapted from:

Pike, B. (1995). 101 More games for trainers. Minneapolis, NM: Lakewood Books.

Appendix
What's in a Name?

Time	Purpose	Setting	Materials
10 minutes	To provide an opportunity for the participants to get to know one another To build a more relaxed atmosphere in which participants feel secure and comfortable in their interactions	Small groups of 3-4	None

Procedure:

1. Participants are to stand in a circle. They should introduce themselves by giving their first name only and an adjective that describes them in some way that also begins with the first letter in their name (e.g., “Handsome Harry”, or “Witty Wanda”).

2. As each person takes a turn, he/she should repeat the names of the preceding people, being sure to include the specific adjective that was used to describe them. This exercise provides an excellent opportunity for laughter and becoming better acquainted.

Adapted from:

Pike, B. (1995). 101 More games for trainers. Minneapolis, NM: Lakewood Books.

Appendix
It's a Secret!

Time	Purpose	Setting	Materials
20-30 minutes	To provide an opportunity for the participants to get to know one another To build a more relaxed atmosphere in which participants feel secure and comfortable in their interactions	Whole Group	Folded "word" cards (prepared in advance) in a basket Plain index cards Pencils Candy bars to use as prizes

Procedure:

1. As the participants enter the room, give each participant a plain index card and a pencil and ask each to pick a "secret" word card from the basket. Ask them not to share their secret word with anyone.

2. When everyone is seated, explain that they are to move about the room and meet as many people as they can. If the person they meet says their secret word in general conversation, they are to put a tally mark on the plain index cards that were distributed. The word remains "alive" throughout the activity, allowing as much opportunity as possible for someone to score.

3. Tell the participants that the object of this exercise is to get the most tally marks as a result of someone's having said their secret word. A prize will be given to the person(s) earning the most tally marks. Any variation of the word is acceptable.

   (Trainer note: Be sure to use words that are likely to come up in normal conversation. Examples: school, family, home, work, children, etc.)

Adapted from:
Pike, B. (1995). 101 More games for trainers. Minneapolis, NM: Lakewood Books.

Appendix
To Boldly Go Where No One Has Gone Before!

Time	Purpose	Setting	Materials
15-20 minutes	To provide an opportunity for the participants to get to know one another To build a more relaxed atmosphere in which participants feel secure and comfortable in their interactions	Small groups of 5-6	None

Procedure:

1. After dividing into small groups, tell the participants that they are going to envision a "Star Trek" scenario. It is the 22nd century. People are colonizing in far galaxies. In order to travel the distances, potential colonists are placed in frozen suspended animation. Upon arrival at the colony site, the frozen bodies are placed in storehouses ready to be "defrosted" only when needed. Say to the participants: "You are about to be placed in frozen suspension for travel to a far galaxy. You are filling out a detailed informational document upon which your must list five adjective-noun pairs to describe yourself (e.g., accomplished teacher, good athlete, etc.). This information will be used to determine whether you are worthy of being 'thawed.' What would you list?"

2. Then ask the group members to write out their five adjective-noun pairs and discuss with each other why they chose to write those particular characteristics.

3. When time is called, an option can include rearranging the groups and asking that the sharing continue. This can allow for a greater degree of interaction.

Adapted from:

Pike, B. (1995). 101 More games for trainers. Minneapolis, NM: Lakewood Books.

Appendix
What is Your Preference?

Time	Purpose	Setting	Materials
15-25 minutes	To provide an opportunity for the participants to get to know one another To build a more relaxed atmosphere in which participants feel secure and comfortable in their interactions	Whole Group	None

Procedure:

1. In this activity the trainer will ask a series of questions. One example could be.....

   Do you enjoy.........?
   A. winter
   B. spring
   C. summer
   D. fall

2. After each person makes a choice, ask the participants to divide into groups according to that choice.

3. After providing a brief time for participants to get to know each other, give them another question and allow the groups to shift. (Sample preference questions can include: types of music, holidays, types of food, colors, etc.)

   (Trainers might wish to consider a question pertaining to subjects and/or grades that the participants teach or prefer to teach.)

Adapted from:

Pike, B. (1995). 101 More games for trainers. Minneapolis, NM: Lakewood Books.

SAMPLE SCHEDULE
MENTORING NORTH CAROLINA NOVICE TEACHERS
THREE HOUR SESSIONS

(BREAKS CAN BE SCHEDULED AT THE TRAINER'S DISCRETION.)

SESSION ONE: (Time: 3:15)

- Welcome, Introductions, Housekeeping Items, etc. - 15 minutes
- Icebreaker Activity (Designed to allow participants to get acquainted and become comfortable with each other. See Appendix.) - 60 minutes
- Ground Rules - 30 minutes
- Module I – Activity 1 Introduction to Training (Include "walk through" of training manual.) - 60 minutes
- Module I Activity 2 Expectations for the Training (KWL) - 30 minutes

SESSION TWO: (3:15)

- Welcome and Review of Previous Training - 15 minutes
- Module I – Activity 3 Pre-assessment - 30 minutes
- Module I - Activity 4 - Overview of Teacher Induction - 60 minutes
- Module I - Activity 5- Understanding INTASC Standards - 1 hour and 30 minutes

SESSION THREE: (2:45)

- Welcome and Review of Previous Training - 15 minutes
- Module II - Activity 1 - Left to Write - 10 minutes
- Module II - Activity 2 - The Way I Remember It - 30 minutes
- Module II - Activity 3 - Meeting the Needs of the Novice Teacher - 15 minutes
- Module II - Activity 4 - A Successful Novice Teacher - 45 minutes
- Module II - Activity 5 - The First Year - 50 minutes

SESSION FOUR: (3:15)

- Welcome and Review of Previous Training - 15 minutes
- Module II - Activity 6 - Stages of Concern - 30 minutes
- Module II - Activity 7 - Conducting Informal Interviews - 45 minutes
- Module III - Activity 1 - Mentors in Children's Literature - 60 minutes
- Module III - Activity 2 - Categories of Support - 45 minutes

SESSION FIVE: (3:15)

- Welcome and Review of Previous Training - 15 minutes
- Module III - Activity 3 - Mentoring in Difficult Situations - 30 minutes
- Module III - Activity 4 - Supporting the Novice Teacher Case Studies - 45 minutes
- Module III - Activity 5 - How Does the Mentor Begin? - 15 minutes
- Module III - Activity 6 - Bridges and Barriers to Mentoring Success - 30 minutes
- Module IV - Activity 1 - Introduction to Communication - 15 minutes
- Module IV - Activity 2 - Verbal Communication - 45 minutes

SESSION SIX: (3:00)

- Welcome and Review of Previous Training - 15 minutes
- Module IV - Activity 3 - Non-verbal Communication - 30
- Module IV - Activity 4 - Active Listening - 1 hour and 15 minutes
- Module V - Activity 1 - Reflection Cycle - 60 minutes

SESSION SEVEN: (3:20)

- Welcome and Review of Previous Training - 15 minutes
- Module V - Activity 2 – Tools to Aid Reflection – 20 minutes
- Module IV - Activity 1 - Coaches You Have Had - 15 minutes
- Module IV - Activity 2 - What Is Coaching? - 60 minutes
- Module VI - Activity 3 - Collaborative Planning Conference - 30 minutes
- Module VI - Activity 4 - Constructing Data Collection Instruments - 60 minutes

SESSION EIGHT: (3:25)

- Module VI - Activity 5 – The Mentor's Checklist - 30 minutes
- Module VI - Activity 6 - Collaborative Reflective Conference - 45 minutes
- Module VI - Activity 7 - Collaborative Growth Plan – 20 minutes
- Module VI - Activity 8 – Coaching Tools – 60 minutes
- Module VI -Activity 9 - Summary of Coaching Cycle - 30
- Review of the Mentor Training and Training Evaluation – 20 minutes

SAMPLE SCHEDULE
MENTORING NORTH CAROLINA NOVICE TEACHERS
FOUR DAY TRAINING - SIX HOURS PER DAY

(BREAKS CAN BE SCHEDULED AT THE TRAINER'S DISCRETION.)

DAY ONE: (6:10)

- Welcome, Introductions, Housekeeping Items, etc. - 15 minutes
- Icebreaker Activity (Designed to allow participants to get acquainted and comfortable with each other. See Appendix.) - 30 minutes
- Ground Rules - 30 minutes
- Module I – Activity 1 Introduction to Training (Include "walk through" of training manual.) - 45 minutes
- Module I – Activity 2 Expectations for the Training (KWL) - 30 minutes
- Module I – Activity 3 Pre-assessment - 30 minutes

- Lunch Break

- Module I - Activity 4 - Overview of Teacher Induction - 60 minutes
- Module I - Activity 5 - Understanding INTASC Standards - 1 hour and 30 minutes
- Module II - Activity 1 - Left to Write - 10 minutes
- Module II - Activity 2 - The Way I Remember It - 30 minutes

DAY TWO: (5:35)

- Welcome and Review of Previous Training - 15 minutes
- Module II - Activity 3 - Meeting the Needs of the Novice Teacher - 15 minutes
- Module II - Activity 4 - A Successful Novice Teacher - 45 minutes
- Module II - Activity 5 - The First Year - 50 minutes
- Module II - Activity 6 - Stages of Concern - 30 minutes

- Lunch Break

- Module II - Activity 7 - Conducting Informal Interviews - 45 minutes
- Module III - Activity 1 - Mentors in Children's Literature - 60 minutes
- Module III - Activity 2 - Categories of Support - 45 minutes
- Module III - Activity 3 - Mentoring in Difficult Situations - 30 minutes

DAY THREE: (6:05)

- Welcome and Review of Previous Training - 15 minutes
- Module III - Activity 4 - Supporting the Novice Teacher Case Studies - 45 minutes
- Module III - Activity 5 - How Does the Mentor Begin? - 15 minutes
- Module III - Activity 6 - Bridges and Barriers to Mentoring Success - 30 minutes
- Module IV - Activity 1 - Introduction to Communication - 15 minutes
- Module IV - Activity 2 - Verbal Communication - 45 minutes
- Module IV - Activity 3 - Non-verbal Communication - 30 minutes

- Lunch Break

- Module IV - Activity 4 - Active Listening - 1 hour and 15 minutes
- Module V - Activity 1 - The Reflection Cycle - 60 minutes
- Module V - Activity 2 -Tools to Aids Reflection - 20 minutes
- Module VI - Activity 1 - Coaches You Have Had - 15 minutes

DAY FOUR: (6:20)

- Welcome and Review of Previous Training - 15 minutes
- Module VI - Activity 2 - What Is Coaching? - 60 minutes
- Module VI - Activity 3 - Collaborative Planning Conference - 30 minutes
- Module VI - Activity 4 - Constructing Data Collection Instruments - 60 minutes
- Module VI - Activity 5 - Data Collection - 30 minutes

- Lunch Break

- Module VI - Activity 6 - Collaborative Reflective Conference - 45 minutes
- Module VI - Activity 7 - Collaborative Growth Plan - 20 minutes
- Module VI - Activity 8 - Coaching Tools - 60 minutes
- Module VI - Activity 9 - Summary of the Coaching Cycle - 20 minutes
- Review of the Mentor Training and Training Evaluation - 40 minutes

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A children's literature book describing the story of one family during the Los Angeles riots.

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Costa, Arthur L. and Garmston, Robert J. (1994). Cognitive Coaching a foundation for Renaissance Schools. Norwood, MA: Christopher-Gordon Publishers.

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Daloz, L.A. (1986). Effective teaching and mentoring: Realizing the transformational power of adult learning experiences. San Francisco: Jossey-Bass Inc.

Defines mentors as guides and provides the origin of the work "Mentor." The effects of providing support and challenge when assisting the novice teacher is outlined.

Fox, M. (1985). Wilfrid Gordan McDonald Partridge. Brooklyn, NY: Kane/Miller Book Publishers.

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Garmston, R. (1987). How administrators support peer coaching. Educational leadership, 44, 18-26.

In this article the author stated three (3) identifiable types of coaching: Technical Coaching, Collegial Coaching and Challenge Coaching.

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Huling-Austin, L. (1995). Assisting the Novice Teacher: A training package to prepare mentor teachers. Austin, TX: Austin Educational Associates.

A training package designed for mentors based on research done at Southwest Texas State University. The package covers a variety of topics including stages of concern, informal interviews, concerns of novice teachers and others.

Huling-Austin, L. (1989). A synthesis of research on teacher induction programs and practices. In Teacher Induction (J. Reinhartz, editor). Washington, D.C.: National Education Association, 12-33.

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Huling-Austin, L. (1990). Squishy Business. In T. Bey & C.T. Homes (Eds.). Mentoring: Developing successful new teachers. Reston, VA: Association of Teacher Educators. Describes the process of mentoring a “squishy buisness.” For this reason, the mentor must recognize the influencing factors and tensions that impact the novice’s growth and the focused effort for change.

Joyce, B., & Showers, B. (1995). Student achievement through staff development. New York: Longman.

In this summary of research and programs, Joyce and Showers set forth a number of propositions about teaching, learning, mentoring, and professional growth.

Kay, R.S. (1989). Avoiding hazardous wastes in education: A program for staff development. Unpublished manuscript.

The author advocates a collaborative effort between the mentor and novice teacher for coaching to occur. It is not an activity where the mentor imposes change on an unsuspecting protégé.

Lee, Ginny & Barnett, Bruce G. (1994). "Using reflective questioning to promote collaborative dialogue. Journal of Staff Development, Vol. 15, No. 1.

This article discussed the process involved in using reflective questioning to promote dialogues among teachers.

Martin, B. & Archambault, J. (1987). Knots on a counting rope. New York: Henry Holt & Company.

A children's literature book of a Native American grandfather serving as a mentor to his blind grandson.

McClanahan, E., & Wicks, C. (1993) Future Force: Kids that want to, can and do! Glendale, CA: Griffin Publishing.

The authors take the quality tools that have been used in Total Quality Management in business and apply them to the classroom. They stress the importance of communication in the quality process.

__________. (1994). Mentoring: A resource guide for educators. Learning Innovations, formerly known as The Regional Laboratory for Educational Improvement of the Northeast and Islands.

The mentoring program includes data collected to help mentors who are working with novice teachers in difficult situations.

Odell, Sandra J. (1989). Developing support program for beginning teachers. In Assisting the Beginning Teacher, Association of Teacher Educators, Reston, Virginia.

The key questions answered in this chapter are, "What is known about programs that assist beginning teachers?" The author looks at assistance-based programs mainly from the 1980's and draws conclusions that attempt to answer the question stated at the beginning of the study.

Odell, Sandra J. & Ferraro, Douglas P. (1992). Teacher mentoring and teacher Retention. Journal of Teacher Education, 43 (3), 200–204.

Four years after their initial, mentored teaching years, two cohorts of beginning teacher (N=160) were surveyed to determine whether or not they were still teaching and their reflective attitudes about the mentoring process that they were provided.

Pike, B. (1995). 101 More Games For Trainers. Minneapolis, MN: Lakewood Books.

This book provides a good selection of icebreakers and instructional games for use in training sessions. The activities are generic and may be used in training on any topic.

Reiman, A. & Thies-Sprinthall, L. (1998). Mentoring and supervision for teacher development. New York: Addison-Wesley Longman.

The authors discuss the complex process involved in developing a coaching plan to guide in-school learning and the transfer of new skills.

Sheldon, D. (1991). The whale's song. New York: Dial Books for Young Children.

The story of a young girl who listens to her grandmother's stories about the whales and experiences the joy of listening to the song of the whales.

Showers, B. (1985). Teachers coaching teachers. Educational leadership, 42 (7), 43-48.

Describes coaching as a significant aspect of mentoring that enables the novice to develop and broading his/her instructional expertise and capacity.

Sprinthall, N., Reiman, A. & Thies-Sprinthall, L. (1993). Roletaking and reflection: Promoting the conceptual and moral development of teachers. Learning and individual differences, 5 (4), 283-299.

Sprinthall, N. & Thies-Sprinthall, L. (1983). The teacher as an adult learner. A cognitive development view. In G. Griffin (Ed.). Staff Development: Eighty-second yearbook for the national society for the study of education. Chicago: University of Chicago Press.

Terry, R. (April, 1985). The joke is, I'm not laughing. English Journal, 40-42.

This article written by a second year teacher is based on his experiences during the first two years. The author has reached several conclusions based on experience as to how new teachers should be treated.

Thies-Sprinthall, L. M., & Gerier, E. R. (1990). Support groups for novice teachers. Journal of Staff Development. 11 (4), 18-22.

The authors from North Carolina State University provide their research and support for a new approach to mentoring. Included in the induction program are support groups for novice teachers that are led by a guidance counselor.

Veenman, S. (1984). Perceived problems of beginning teachers. Review of Educational Research, 54 (2), 143-178.

The author looks at ninety-one different studies to identify the major concerns of the beginning teacher. The study is based on teachers who had no mentor during their first year.

Weeks, S. (1995). Follow the moon. New York: Harper Collins Publishers.

This children's book tells the story of a young turtle and the small boy who guided him to safety in the ocean.

White, E. B. (1952). Charlotte's web. New York: Harper Collins Publishers.

This children's book tells the story of Charlotte as she mentors Wilbur in an effort to save him.

Williams, M. (1995). The velveteen rabbit. New York: Smithmark Publishers.

The children's literature book describes the Velveteen Rabbit's search for reality.

Yolen, J. (1987). Owl moon. New York: Philomel Books.

The children's literature book about a father teaching his young daughter how to hunt for the owls.

Mentoring North Carolina Novice Teachers
Evaluation Form
Module 1 – Induction in North Carolina

Introduction to "Mentoring North Carolina Novice Teachers"

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Expectations

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Pre-Assessment/Post-Assessment Consensograms

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Overview of Teacher Induction

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Understanding the INTASC Standards

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Mentoring North Carolina Novice Teachers
Evaluation Form
Module II - Concerns of the Novice Teacher

Left to Write

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Meeting the Needs of the Novice Teacher

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

The Way I Remember It

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

A Successful Novice Teacher

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

The First Year

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Stages of Concern

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Conducting Informal Interviews

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Mentoring North Carolina Novice Teachers
Evaluation Form
Module III – The Role of the Mentor

Mentors in Children's Literature

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Identifying the Qualities of an Effective Mentor

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Categories of Support

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Mentoring in Difficult Situations

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Supporting the Novice Teacher

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

How Does the Mentor Begin?

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Bridges and Barriers to being an Effective Mentor

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

A Dollar for Your Thoughts

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Mentoring North Carolina Novice Teachers
Evaluation Form
Module IV – Communication

Introduction of Communication Module

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Verbal Communication

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Non-Verbal Communication

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Active Listening

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Mentoring North Carolina Novice Teachers
Evaluation Form
Module V - The Reflection Cycle

The Reflection Cycle

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Tools to Aid Reflection

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Mentoring North Carolina Novice Teachers
Evaluation Form
Module VI – The Coaching Cycle

Coaches You Have Had

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

What Is Coaching?

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Collaborative Planning Conference

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Constructing Data Collection Instruments

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

The Mentor's Checklist

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Collaborative Reflective Conference

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Collaborative Growth Plan

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Coaching Tools

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Comments:

Suggestions for improvement:

Summary of Coaching Plan

How would you rate this activity?	Not Useful		Adequate		Very Useful
	1	2	3	4	5

Suggestions for improvement:
Comments:

Suggestions for improvement:

Trainer Evaluation Form

(May be used at the conclusion of each training module.)

The following examine the effectiveness of the trainer ____________________________.

The trainer	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Was prepared throughout training. Comments:	SA	A	U	D	SD
2. Had a thorough knowledge of the subject. Comments:	SA	A	U	D	SD
3. Spoke clearly in words I understood. Comments:	SA	A	U	D	SD
4. Presented information in a logical manner. Comments:	SA	A	U	D	SD
5. Presented at an appropriate pace. Comments:	SA	A	U	D	SD
6. Was interested in whether or not I learned. Comments:	SA	A	U	D	SD
7. Clarified difficult points with meaningful examples. Comments:	SA	A	U	D	SD
8. Listened attentively to participants. Comments:	SA	A	U	D	SD
9. Involved the participants in the learning process. Comments:	SA	A	U	D	SD
10. Was available, able and willing to give help. Comments:	SA	A	U	D	SD

Trainer Program Evaluation Form

(May be used at the conclusion of each training module.)

SA	**If you strongly agree with the statement.**
A	**If you generally agree with the statement but may have some reservations.**
U	**If you are undecided.**
D	**If you generally disagree with the statement.**
SD	**If you strongly disagree with the statement.**

Training Program	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The training module was an enjoyable experience. Comments:	SA	A	U	D	SD
2. The training module was too theoretical to be useful. Comments:	SA	A	U	D	SD
3. The content was relevant. Comments:	SA	A	U	D	SD
4. This is one of the best training sessions I've attended. Comments:	SA	A	U	D	SD
5. The atmosphere was conducive to learning. Comments:	SA	A	U	D	SD
6. Handouts were useful and understandable. Comments:	SA	A	U	D	SD
7. Visual aids were useful and understandable. Comments:	SA	A	U	D	SD
8. The physical facilities were adequate. Comments:	SA	A	U	D	SD
9. The session was well managed and organized. Comments:	SA	A	U	D	SD
10. The pace was appropriate. Comments:	SA	A	U	D	SD
11. Concerns raised by participants during the training were adequately addressed. Comments:	SA	A	U	D	SD

Evaluation Form

(May be used at the conclusion of each training module.)

1. What did you learn in this module that will help you most serving as a mentor?

2. What did you find least helpful about the modules?

3. What should be done to improve this module?

4. On a scale of 1-10, (1 being least effective; 10 being most effective) rate this module.

Calendar of Needs and Concerns of Novice Teachers

August	*September*	*October*	*November*	*December*	*January*
Orientation issues Mentor assignment School layout Resources Procedures & Policies Class assignments; schedules; grade books; duties; pay day; lesson plans; dress code; discipline; policies; principal's expectations Instruction First day plans Curriculum guide EOC and EOG testing Am I Ready???	The first observation Grading Pay day Discipline and classroom management Resources Lesson plans Time management Non-instructional duties Parent contacts and conferences Paper work, paper work, and more paper work!!	Time management Staff development (vs. Workdays) The end of the grading period Regrouping for instruction Report cards Progress reports Parent conferences New units Homework vs. Extracurricular activities Procedural questions Field trips Halloween! Book fairs Exhaustion and disillusionment Self-confidence Instructional funds (or lack of)	Motivation (reports have been received!) Thanksgiving schedule Interference from football, volleyball, etc. Curriculum alignment Formal evaluations Fatigue	Grades Exams End of Course Tests Exhaustion Money-Christmas is here! Vacation Holiday programs Discipline-Christmas is here! Self-doubt Mid-year crisis Second semester Finishing this term Pass/Fail rates Apathy (the students' and their own!) Student motivation Are my students learning…?	Back on task, vacation is over! Student progress-Are they where they need to be? Possible retention (letters to parents) Writing tests Illness & absences (students' and teacher's) Disillusionment-again. Is this all there is?

February	*March*	*April*	*May*	*June*	*July*
Testing-EOG, Writing Retention Final evaluations Easter vacation & the weather Summer employment Cabin fever (students' and their own!) Classroom management Changes in student behavior…(See cabin fever) THEIR JOB	End of Grade Testing Class academic standing Retention policy Spring Break! The Weather! THEIR JOB Finishing the curriculum Cumulative folders	Testing-EOG, EOC Exams End of school timelines Retention-again! Parent conferences Observations and evaluation Professional development plan THEIR JOB Summer jobs Chaperoning end of year field trips	Testing-still! Class standing Pass/fail rates, retention Next year's supply order Parent concerns Classroom motivation End of year reports Cumulative records Constant disruptions-field trips, the intercom, end of year programs THEIR JOB	Paper work, paper work, and more paper work! Book counts Fines Report cards Check out list Classroom management Cumulative folders	Summer employment Next year's assignment Next year's students Pay day AM I READY?

Source: Creating success: Tips for mentors. (1997). N.C. Department of Public Instruction.

RATIONALE FOR MENTORING:
What Research Says

During the past decade much research has been done concerning the need for induction programs to assist the novice teacher. The induction literature indicates the importance of providing assistance to novice teachers (Huling-Austin, 1989; Odell, 1989). Odell (1992) suggests that teacher induction programs may indeed work to reduce the attrition rate of novice teachers. In her study, the normally high attrition rate for novice teachers was reduced to the lower rate usually associated with more experienced teachers.

Goals for Induction Programs

The scope and content of induction programs vary across the nation. Huling Austin (1986) found four major goals for an induction program.

(1) To improve the teaching performance

(2) To increase the retention of promising novice teachers during the induction years

(3) To promote the personal and professional well-being of novice teachers

(4) To satisfy mandated requirements related to induction and certification.

Since this list was originally published, Huling-Austin (1988) added a fifth goal to the list:

(5) To transmit the culture of the system to beginning teachers.

Odell (1989) seemed to agree when she stated that novice teacher should be integrated into the social system of the school, the school district, and the community.

Thies-Sprinthall and Gerier (1990) argue that novice teachers need more than supervision by a master teacher. They have designed a program to include support groups for novice teachers. These counselor-led groups meet in informal setting to discuss common issues and share ideas. The purpose of these meetings is to get the novice teacher to think about themselves and their teaching. The counselor asks appropriate questions and becomes a sharing member of the group.

This approach to questioning and reflecting is also stressed in other programs, but in the context of the mentor and the novice teacher. Lee and Barnett (1994) stress the importance of using reflective questions to allow the novice to reflect upon their own teaching. The mentor designs questions that will allow for this reflection. The same type of technique is used in the concept of Cognitive Coaching (Garmston, Linder, and Whitaker, 1993; Costa and Garmston, 1984). Cognitive coaching calls for a collaborative effort between the mentor and novice. The mentor designs questions that allow the novice to reflect on the teaching that occurred during an observation. The mentor then leads the novice in evaluating the teaching suggestion and making a plan for continuous improvement.

Criteria for Mentors

As the need and scope of induction programs become clearer, the next logical step is to identify the types of teachers that will be able to carry out these programs. The importance of choosing the right mentor is well documented in research (Huling-Austin, (1990); Huling-Austin, (1992); Thies-Sprinthall, and Gerler, (1990). Odell (1989) suggests five criteria for the selection of mentors: (1) demonstrated excellence in teaching. (2) demonstrated excellence in working with adults, (3) demonstrated sensitivity to the viewpoint of others, (4) demonstrated willingness to be an active and open learner, and (5) demonstrated competence in social and public relation skills.

Assignment of Mentors

Once the mentors have been selected the issue of placement is extremely important (Huling Austin, (1989); Odell, (1989). The suggested guidelines for assigning mentors to novice teachers fall into three areas. First, mentors and novice teachers should be assigned by grade level and content area (Huling-Austin, (1992), Odell, (1989). This facilitates assistance with teaching strategies and content. Such an assignment may not be possible, especially in small schools, so care should be taken to find a means of enhancing the credibility of the mentor to the novice. Second, the novice teacher should be assigned a room as close to the mentor as possible (Odell, (1989). This simply facilitates the frequent meetings that are needed to provide the proper assistance. Finally, the assignment should be made with teachers using similar teaching styles; and ideology (Odell, (1989). The training provided for the mentor then becomes an important factor in the induction process. In preparing the training, program designers need to keep in mind that mentors usually adopt on of three basic styles of mentoring (Huling-Austin, (1990).

The first type is that of responder. The responder encourages the novice to ask for help and then provides the assistance needed in the area of concern. Unfortunately, many of the day-to-day problems are not dealt with constructively. The second style of mentoring is colleague. The colleague frequently initiates informal visits with the novice and whenever a concern is voiced. However the extent of the professional growth is determined by the novice who has limited experience and view of effective teaching. The third style of mentoring is the initiator. Initiators accept the responsibility to facilitate the professional growth of the novice to the greatest degree possible. In this situation both the novice and mentor experience growth as they work collaboratively.

Training for Mentors

With such diversity in mentoring styles, it is important to determine what should be included in the training of mentors. Research on mentoring suggests a variety of topics in which mentors need training (Huling-Austin, (1990), Odell, (1989; and Gramston, Linder, and Whitaker (1993); Lee and Barnett, (1994). Odell (1990) lists following areas in which mentors should receive training; school district philosophy, needs, and priorities; district policies and operating procedures; working with the adult learner; stages of teacher development; concerns and needs of beginning teachers; clinical supervision; classroom observation; conferencing skills; teacher reflection; and fostering self-esteem and self-reliance in the novice teacher. In addition, Huling-Austin (1992) suggests that mentors should be warned about unrealistic optimism in novice teachers. Novice teachers have a tendency to believe that since their experience in preserve training went well that teaching is not a difficult task. Mentors need to be prepared to assist the novice with the reality shock that usually occurs during the first year Veenman, (1984).

Needs of the Novice Teacher

If the role of the mentor is to fully realized, it is necessary for the mentor to develop his/her own role by considering the individual characteristics and needs of the novice with whom he or she has been assigned (Huling-Austin, (1990). Veenman (1984) identified the needs of beginning teachers in schools that provided no assistance for novices. The needs, in rank order were: (1) assistance with disciplining students, (2) motivating students, (3) providing for individual differences of students, (4) assessing students' work, (5) relating to parents, (6) organizing class work, and (7) obtaining materials and supplies.

Odell (1989) observed a group of novices who were receiving assistance from their school system and compiles a different list of needs. In rank order those needs were: (1) ideas about instruction, (2) personal and emotional support, (3) advice on resources and materials for teaching, (4) information about school district policies and procedures, and (5) ideas for additional techniques on classroom management. The suggestion is made hat the difference in the two rank orders might indicate that when novice teachers are in induction programs they may be able to focus on instructional needs rather than concentrating mainly on disciplinary issues.

North Carolina has had an induction program in place since the mid-1980s. Hawk (1986-87) conducted a study of two counties in eastern North Carolina interviewing mentors who were assigned to novice teachers. His study revealed that needs of the novice teachers in rank order were (1) assistance with disciplining students, (2) motivating students, (3) providing for individual differences of students (4) assessing students' work, (5) relating to parents, (6) organizing class work, and (7) obtaining materials and supplies.

Other needs of novice teachers were identified from available research. Reflective questioning is a skill that must be developed. It can then be used to assist both mentors and novice teachers in doing a self-analysis for continuous progress (Lee and Barnett, (1994). The study suggests that the mentor should guide the novice in using reflective questions to analyze what happened and why. Garmston, Linder, and Whitaker (1993) expand on the use of reflective questions and move into the concept of cognitive coaching. This concept requires the mentor and novice to work collaboratively using reflection to gain insights and knowledge about their teaching process. Not only do mentors and novice teachers gain insights and knowledge by reflecting on their own situations, but they will learn to work in a collaborative environment.

Novice teachers need time to learn the teaching process. In facilitate this process, they should not be given full teaching loads and multiple teaching assignments (Huling-Austin, (1992); Terry, (1985). Administrators should realize it will be the students who eventually suffer because the novice does not have the time to prepare. Fewer non-teaching duties are needed by the novice teacher so that more time can be spent on developing lesson plans (Huling-Austin, (1992); Terry, (1985). Finally, novice teachers need support from mentors and administrators (Terry, (1985); Odell, (1989); Huling-Austin, (1992).

Benefits for the Mentors

As the mentor begins to assist the novice in meeting their needs, research shows that there are definite benefits for the mentor. Hawk (1986-87) interviewed teachers who were serving as mentors in the North Carolina Induction Program. About two-thirds of the teachers responded that they had definitely experienced positive professional growth as a result of the experience. Their responses fell into three broad categories: (1) forced me to focus on and improve my own classroom teaching skills, (2) made me aware of the need for educators to communicate with each other, and (3) helped me better understand the principal and central office supervisors' roles. In small discussion groups they indicated how helpful it was to discuss specific behaviors that were expected of an effective teacher. They also mentioned the positive experience of discussing educational issues with other professionals in a helping atmosphere. All of the mentors felt that there was not enough time available to perform their roles, but the benefits they gained from the experience seemed to make the time demands more acceptable.

Odell (1989) found that mentor teachers also gained satisfaction from sharing information about teaching processes. Discussing teaching issues with novice teachers helped the mentors define the rational for their own teaching. They also needed that training sessions for mentors provided new information about the teacher-learning process and made them more aware of the development process of becoming an effective teacher.

The introduction of reflection into the process of mentoring provides benefits for both the mentor and novice teacher (Huling-Austin, (1990); Garmston, Linder, and Whitaker, (1993); Lee and Barnett, (1994). Through reflective questioning and cognitive coaching the mentors begin to reflect on their own teaching as well as that of their novice teachers. During this process the mentors experience professional growth of their own.

Conclusion

Research strongly supports the concept of mentoring novice teachers. Evidence exists that induction programs do make a difference. If the novice teacher is to be allowed to grow professionally and become the best teacher he/she can become, educational leaders need to take the research seriously. Though collegial coaching opportunities, both the mentors and novice.teachers will experience growth that will benefit the students of this state.

TIPS FOR MENTORS

Facing the Unknown

1. When in doubt…ask, ask, and ask!
2. Remember that you are not alone.
3. The unknown will not be unknown, once you begin.

Parents

1. Attend workshop on parent conferences. Ask professional teachers how they handle conferences.
2. I help the novice teacher focus on parents as friendly caring people. I tell them that my first words as I welcome parents are: "I'm so glad you've come. I've been concerned about your child and I'm sure you have been too. Let's try to help him/her together."
3. In dealing with negative parents, remember to listen first. Many times they just want an opportunity to express their concerns. Don't become defensive. Ask them for suggestions to help the child. But, remain firm in what you believe. Don't give in to something that makes you uncomfortable.

Dealing with Negative Teachers

1. Learn to tune them out.
2. Avoid them as much as possible. Stay out of the teacher's lounge your first year or two. You will stay more positive if you surround yourself with your students at lunch and with positive teachers during breaks.
3. Do not build a relationship with negative people. Choose those who are positive and will always have a "good word".
4. Model positive behavior.
5. Allow them to see you don't condone negative attitudes.
6. Smile at their comments, but let them go in one ear and out the other.
7. Give them hope.

Time Management

1. Develop a **realistic** schedule and follow it as closely as possible.
2. Divide the class work during the period or time allotted into certain lengths of time per activity.
3. Ask your mentor to help you focus on just one area of concern. Take step-by-step approaches to solving areas of concern.

4. Know that time does not expand to fit our needs; it is the same for all of us. The first two to three years will be a growing process in knowing how to achieve that "fit".
5. Practice your lessons with a friend, family member or in front of the mirror to learn how to gauge your lessons.
6. Use time before and after school well. (Stay out of teachers' lounge.)
7. Plan with a partner – divide preparation tasks.
8. Don't undertake grading **all** written work.
9. Remember that students should do more work than the teacher should.
10. Read – recommended sources.
    Talk – with experienced people.
    Try – different ways to organize your time.
    Understand – that this is new and will take more time now than later.

Supplies & Resources

1. Make a list of what you have and what you need.
2. Ask your mentor for procedures and policies about obtaining supplies.
3. Ask your mentor to take you to the supply area and explain the checkout procedure.
4. Ask the school secretary the procedure for getting supplies and the media specialist for a list of resources.
5. Ask your mentor for assistance in filling out a purchase order.
6. Plan ahead, make lists early in the year and requisition them prior to when you need them. Don't wait until you start the project.
7. Ask (with an innocent look) if additional funds have been appropriated just for new teachers. (They just might implement this great idea.)
8. Ask if teachers in the same grade level share ideas at a "Resource Party".

Administrative Support

1. Keep the lines of communication open with your administrator. Most of the time they are more than willing to help you.

Classroom management

1. Have procedure for everything. Practice procedures until the students know them.
2. Raise you hand to get their attention. If you raise your voice they will raise theirs.
3. Be strong at the beginning of the school year, if you try to be "a friend," you will end up jobless!
4. Allow observation time for mentee to see others in action.
5. Read Harry Wong's book, The First Days of School. Ask if your school or school system has the video.
6. Make a seating chart.
7. Post your rules and consequences.

8. Have a vision of what you want your class to look like. What are your goals? – Begin with the end in mind.

Discipline

1. Take course work on effective discipline in the classroom; observe other teachers; discuss discipline with the mentor, learn the school and system rules.
2. Know procedures for disciplining children and **be sure** to follow through!
3. With students make a discipline plan – follow with no exceptions.
4. Take care of student misbehavior when it occurs.
5. List rules and regulations in a prominent place in classroom.
6. Give students a copy of the discipline plan.
7. Seek help from administration when all reasonable actions have failed. Cover your bases first: talk with child, call parents, parent conference with mentor, and send progress reports.
8. Include **rewards** along with consequences in the plan.
9. Plan – Plan – Plan – make sure that your lesson plan has enough to keep them on task! Walk around the room to monitor behavior. **DO NOT** position yourself at the desk.
10. With your mentors and others read about discipline strategies.
11. Observe others in action.
12. Practice effective techniques that you have observed.
13. Have rules and procedures in place on the very first day of school.
14. Read: The First Days of School by Harry Wong.
15. Be consistent and fair. Treat each child like you would want your own treated.
16. Develop a resource file of activities to keep handy in case one is needed to fill (5) five extra minutes. Brain teasers and various question/answer activities can help alleviate discipline problems during down time – (5) five minutes before lunch, (5) five minutes before the bell, etc.
17. When I have a particularly difficult student, who is driving me "crazy", and where the relationship is deteriorating, I take time to "meditate" upon him or her. I "hold them in the light" and try to take in a sense of what he or she needs. I determine to "love" that child and to help s(he) get what is needed. This is transforming for both the child and myself.

Stress

1. Find time to take time for yourself and forget school, students, etc.
2. Talk – with your mentor.
   Tips – ask for hints from co-workers.
   Time – set aside a little bit of time each day just for you.
3. Be sure to allow time for you after the school day ends. Just 30 minutes is manageable and helpful.
4. Find something to laugh about sometime during the morning and afternoon.

5. My "survive teaching" plan is:
   - Admit you **will** have to work on the weekend.
   - Do **not** do school work on Friday night, Saturday or Saturday night.
   - Enjoy the time off. Know that you have saved Sunday afternoon and evening for work. (Times may vary.)
6. Allow the novice teacher to air their frustrations and help them solve problems and adjust to future situations.
7. Have a quiet time each day after this job before you start your next one with your family.
8. Find an activity you enjoy.
9. Go out for a drink/lunch with you novice teacher.
10. Have a good old fashion gripe session, but try to end on a positive note.
11. Take regular walks either at planning period or at the end of the school day.
12. Volunteer to do your novice teacher's lunch or bus duty on a particular busy day.
13. Conduct a conference/meeting while simultaneously walking the school track together!
14. Do the following exercise: Breath in for four (4) seconds, and release in sixteen (16) seconds – Breathe in four (4) seconds, hold for eight (8) seconds, and release in sixteen (16) seconds. Do as needed – Feel relieved.
15. Find something positive to say about your job each day.
16. Laugh with your peers **and** your students.
17. Have fun.

Lesson Plans

1. Make Xerox copies of your lesson plan outline that has repetitive information on it. Then you can fill in the new necessary information without having to recopy time-consuming details.
2. **Do have lesson plans!** Don't think you can get by without them! I still do lesson plans and I'm a better teacher because of it! P.S. They don't need to be word for word.
3. Do in advance. Alter if necessary.
4. Suggestion: "Take one day at a time. It helps to have an outline of what one will do that day – Then you can save them for the future.
5. Give copies of good examples and allow ample planning time for ILP.
6. Make sure novice teachers see examples of good lesson plans.
7. Plan with grade level teams.
8. Set up support groups in the local school district for sharing lesson designs.
9. Learn how to make a lesson plan that works for your class. Try it out on a co-worker or your mentor.
10. Remember that lesson plans are as important as patient charts in a hospital. The teacher is healing the mind. Be knowledgeable, thorough, factual and versatile. Be ready!

Procedures/Rules

1. Keep the number small.
2. Check for understanding.
3. Practice, practice, practice.
4. Review after holidays.
5. Enforce consistently.
6. Revise as needed.
7. The teacher should greet students at the door the first day.
8. Students should be given information about where to sit, expectations, and rules/procedures.
9. Teach the procedure and be consistent in following it.
10. Reference: First Days of School by Harry Wong. Time should be spent planning ways to model procedures for several days at the beginning of school.
11. Develop an ILP (novice teacher) notebook and orientation that would include school forms commonly used, personnel, map of school, etc.
12. Keep a class notebook – sections could be: Basic data – test scores – special needs – notes from/to parents, etc…
13. Homework turn in procedures – have pocket on wall with student name on a pocket where they place homework when they come in – with a glance you can see who has it.
14. Teach each procedure well. Stop if the procedure isn't working and reteach the procedure.
15. Give them list of the procedures and go over it with them.
16. Decide how you want things done/or organized in relation to student movement, etc. Relate to students.

Trust

1. Go slow in relationships.
2. Stick primarily to the job topics.
3. Build your friendships gradually.

Instruction

Planning is the key! Use of variety of strategies to include – music, movement, art, role-playing, and discovery. Prior knowledge of students is a great hook!

Time to Observe

Ask principal for "release time" per week or month to work with mentor.

Miscellaneous

1. A price can't be put on the rewards of teaching.
2. First learn the names of the custodian, school secretary, cafeteria manager and media specialist. They are your friends.

People Influences ... Parents

1. Sending parents an "introductory letters" explaining your expectations and enthusiasm…a "good note".
2. Send positive notes to parents about their child.
3. Influences by other people…Listen to what they say, but always use your best judgement and gut instinct.

Trust

1. Model trustworthy behavior. Let the novice know that you do not report to their supervisors – and never give them reason to not trust you.
2. When someone confides in you always respect that confidence because once you lose it, it is very difficult to build that trust again.

Duty

1. Accept a duty if you feel you really have time. Otherwise, discuss with mentor and administration.
2. In extracurricular activities, make sure that you understand, prior to accepting a position, exactly what is expected of you.
3. Accept that duties are part of your job. Show up on time, do them with a smile on your face and agree ahead of time that you are not going to complain.
4. Give the novice some relief whenever possible.
5. Make a list of your duties and consider them as much a part of your job description as teaching.

Extracurricular

1. Suggestion: Don't overburden novice with activities that last for a long period of time (coaching, club sponsor). Assign them short term activities that involve little time/preparation.
2. With proper time management you will have enough time to involve yourself with outside activities…plan ahead.

Curriculum

1. “Most” texts are aligned with the N.C. curriculum to some degree, but double check objectives to the content in the textbook.
2. Each teacher should have a copy of the N.C. Standard Course of Study before students come to school.
3. Make sure there is a N.C. Standard Course of Study for each preparation and help align the curriculum.

Special Needs Children

1. Introduce novice teachers to exceptional children staff members who can familiarize her/him with medications, strategies, and IEP requirements.
2. Review the IEP for each Special needs child you teach, make the necessary modifications in your teaching, get to know that child and the research on areas that you are not familiar, and contact the Exceptional Children’s Director for material/resources on any child with special needs.
3. Make sure that the novice teacher knows which children in their classroom are special needs children.
4. Attend workshops on special needs children.
5. Read articles about special needs children.
6. Observe another teacher working with special needs children.

Paperwork

1. Remind the novice teacher when things are due. Show them how to do school forms and explain that this is a problem for everyone in almost all professions.
2. Keep a notebook!
3. Keep everything together, organized and handy.
4. Put your grades on the computer.

Acceptance

1. Take them around, introduce them and have a small get together in your room one afternoon.
2. Get together with your novice teacher before school begins to prevent “beginner’s shock”.
3. Concentrate on doing the best job possible. Some will accept you…some won’t…That’s life.
4. Be yourself. Don’t feel like you have to have everyone like you.

Mentors

1. Deal with and talk to mentee/mentor **IN PRIVATE** with out others interferencing. Embarrassment **can** be avoided.
2. Schedule a daily (or) weekly time with you mentor/mentee to sit down and just talk.
3. Talk with the person who assigned the mentor to you. Be professional in your conversations.
4. Trust- Take you mentee out to lunch **prior** to the first day of school for students. Just relax and talk about Monday school topics.

Mentoring North Carolina Novice Teachers
Training Program
Recommendations/ Comments

In order provide you, our customers, with the best possible product, we invite your comments or recommendations about this training program. We are dedicated to making this the best introductory-level mentor-training program possible. All suggestions and recommendations will be collected at the North Carolina Center for the Advancement of Teaching and compiled. Recommendations will then be shared with the Department of Public Instruction.

If you have comments or suggestions, please write them below and mail this page to Ted Henson, Center Fellow, North Carolina Center for the Advancement of Teaching, 276 NCCAT Drive, Cullowhee, N.C. 28923.

Comments or Suggestions:

Mentoring Cards for Shifting Groups

When working with groups it is important to rotate the groups occasionally to provide for movement and to allow the participants the opportunity to work with everyone in the whole group. An easy way to do this is to use the mentoring cards that are on the follow pages. There are ten copies of each card. Cut the cards apart and paste them on 3' X 5' note cards. Laminating the cards will help to prolong their life and usefulness.

To use the cards, decide on the number of groups you will need for an activity. Divide that number into the total number of participants to determine the number of people that will be in each group. Then count out the number of cards of each type that will be in each group. Shuffle the cards and distribute one card to each participant. The participants form groups by finding everyone that has the same card. Be sure to collect the cards after the groups have formed.

This method will provide a quick and orderly way to change groups. Participants also enjoy reading the phrases on the cards.

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to provide the right
shape to their careers

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His/her best foot forward

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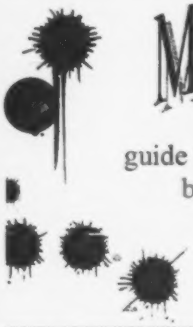
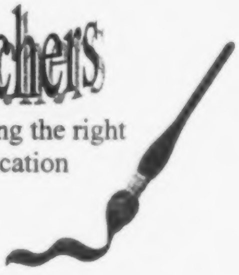
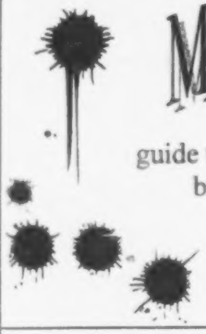


Mentor Teachers

guide the novice in making the right brush strokes in education





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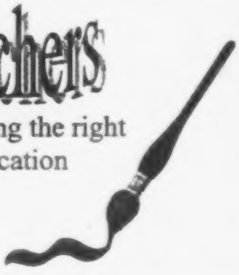

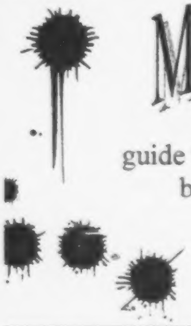

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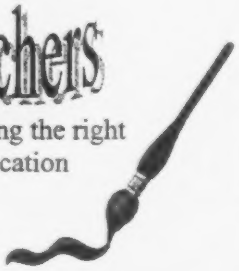

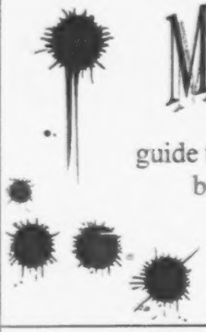

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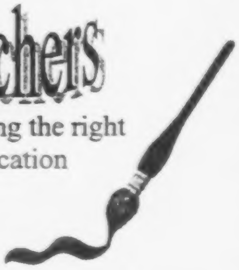

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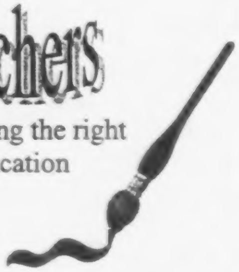

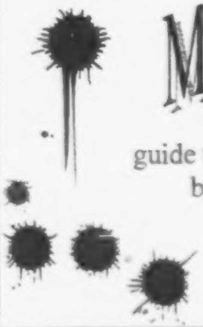

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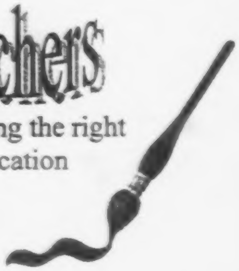

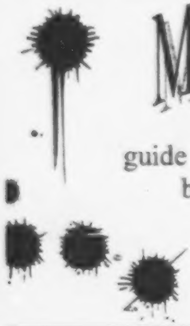

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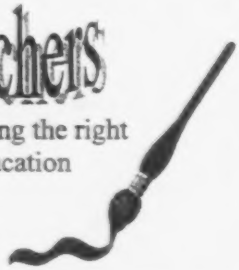

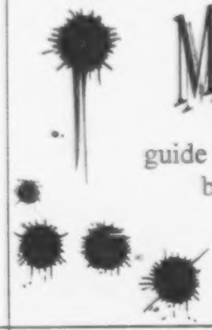

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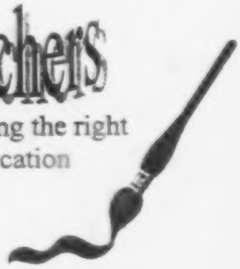

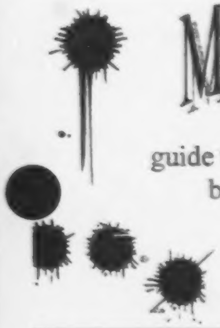

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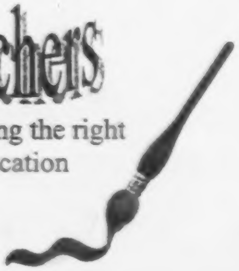

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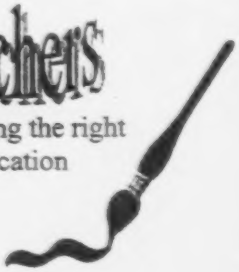

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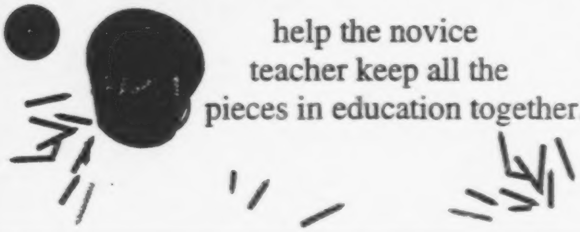

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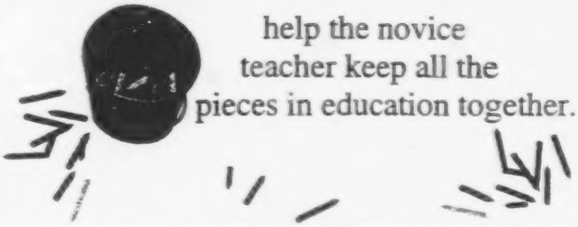

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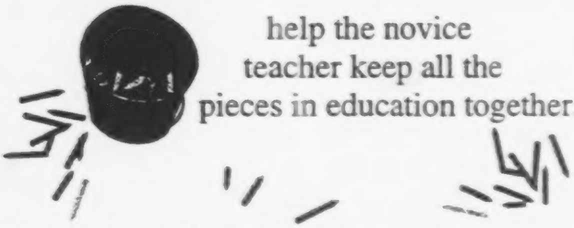

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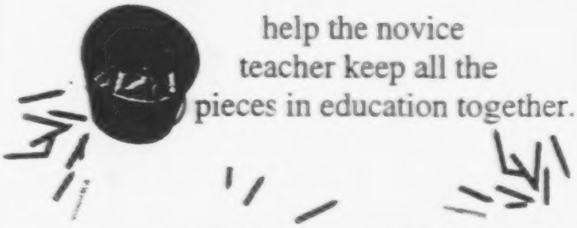

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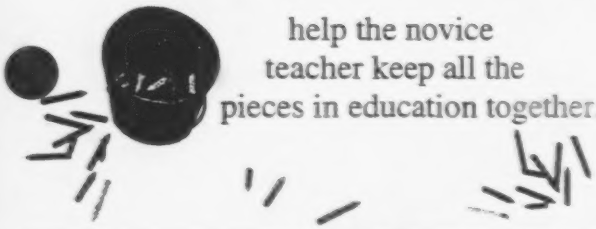

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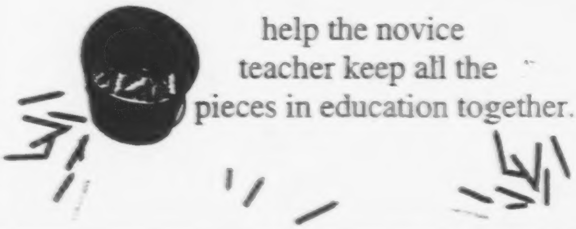

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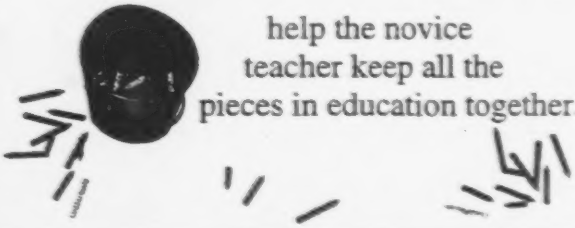

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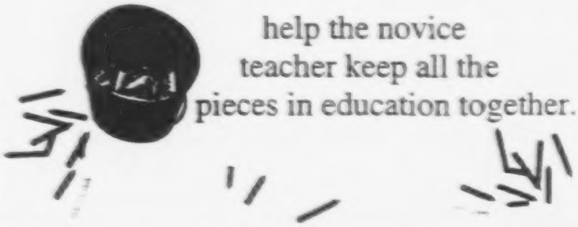

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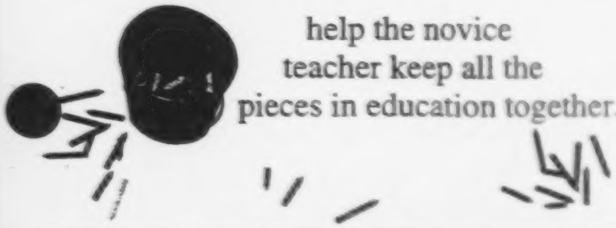

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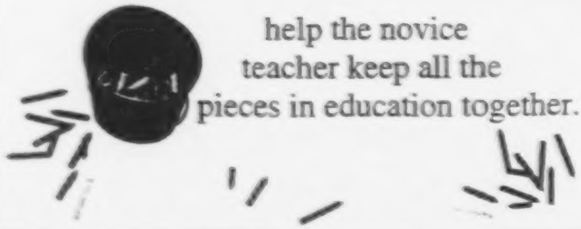

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Mentor Teachers

help keep the novice
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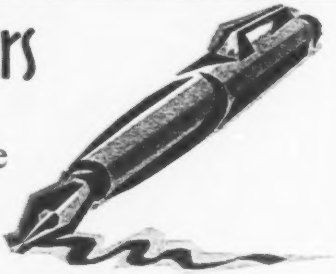

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Mentor Teachers

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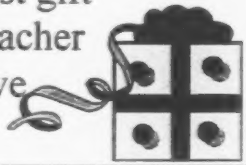

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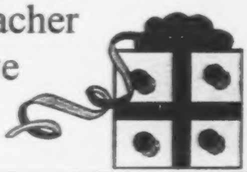

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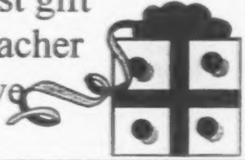

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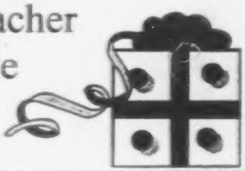

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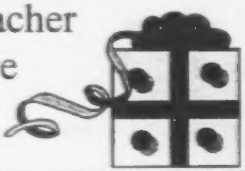

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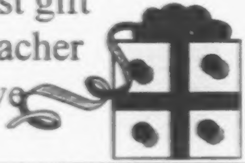

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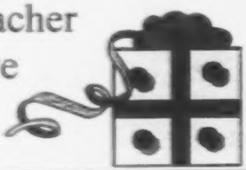
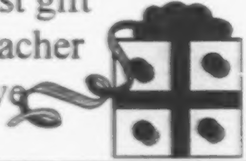


Mentor Teachers

Are the greatest gift
The novice teacher
Can receive



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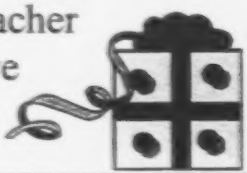
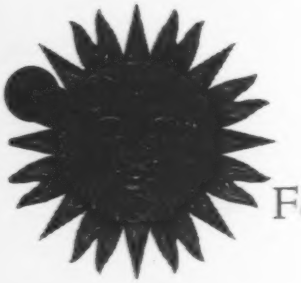
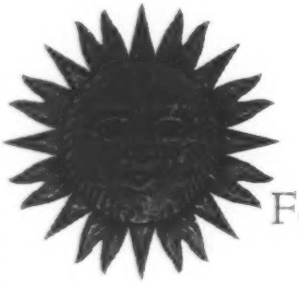




Mentors
Light up the day
For the novice teacher



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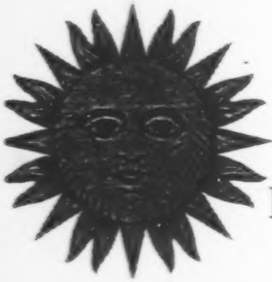

Mentors
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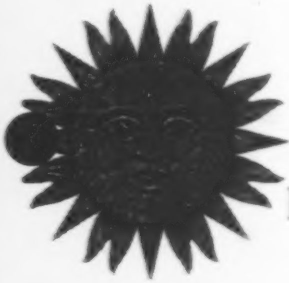

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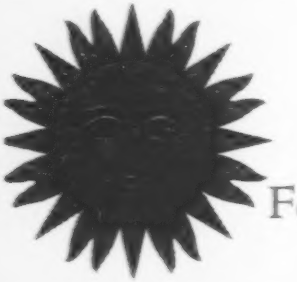

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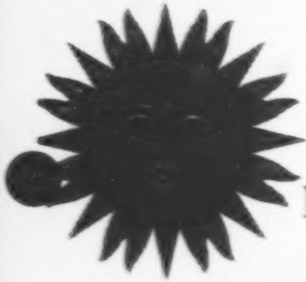

Mentors
Light up the day
For the novice teacher

Mentors
Light up the day
For the novice teacher

Mentors

Help the
Novice *bloom*
In the
Classroom

Mentors

Help the
Novice *bloom*
In the
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Help the
Novice *bloom*
In the
Classroom

Mentors
[illegible]p keep the
novice teacher
in shape in
the classroom

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